



Examiners' Report

Principal Examiner Feedback

Summer 2024

Pearson Edexcel International A Level
In Greek (WGK01)

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Paper Introduction

This paper is a two-and-a-half-hour examination which is externally assessed and consists of three sections: Section A: Reading; Section B: Grammar; Section C: Writing. Total marks for this paper are 80 and its weighting is 50% of the total IAL marks. It is available every June.

The students who study for this specification are required to demonstrate skills in the comprehension of written Greek (Section A), in the manipulation of Greek language, grammar and lexis (Section B), as well as in the production of a Greek-language discursive essay (Section C).

There are no options: all questions must be answered.

Content in Sections A, B and C draws from a variety of contexts and in relation to the following general topic areas:

- Youth matters
- Lifestyle, health and fitness
- Environment and travel
- Education and employment

In general, the majority of students completed the paper successfully. They responded to the different sections of the paper showing good reading comprehension skills, good language usage skills and familiarity with the specification.

Section A: Reading

For this section, students are required to demonstrate their understanding of written Greek through a series of reading tasks. These involve retrieving and conveying information from a short series of different Greek-language texts. A maximum of 30 marks is available in accordance with an assessment-specific mark scheme.

This year, the theme for Section A came from the general topic areas of Youth matters (Q01), Education and employment (Q02), Environment and travel (Q03) and Lifestyle, health and fitness (Q04).

Performance in Questions 1, 2 and 3 was exceptionally good with many students earning full marks. There was evidence of good ability to identify the correct detail and understand the relationship between words in order to extract meaning.

Questions 1 – 3

The majority of students demonstrated excellent comprehension skills and handled the questions successfully, thus achieving the maximum marks possible for this question.

Examiners' Tips

Read the text carefully and base your choice of the correct answer on information provided by the text. Use context clues to work out the meaning of a word or how parts of the sentence or ideas are linked in order to decide on the type of conjunction that is required.

Question 4

A great number of students produced responses that showed a high degree of reading comprehension skills and a good ability to convey the essential details. They gave clear, concise and to the point answers, avoiding making general remarks where specific examples were required.

Question 4(a) was answered correctly by the majority of students, who conveyed the idea that the reason for Athina's concern was the fact that she hadn't seen her friends in a long time. The following response gained full marks.

(a) Για ποιον λόγο η Αθηνά προβληματιζότανε για τις φίλιες της

(1)

Διότι έχει αρκετάς μέρες να βλέπει με το παρτέρι της.

The response below also gained full marks, although the piece of information attributing Athina's concern to the lockdown was not necessary.

(a) Για ποιον λόγο η Αθηνά προβληματιζότανε για τις φίλίες της;

(1)

Επιδή λ'όχο της καραντίνας είχε να τους δει πολλούς
κινους.

Some students misread the question and gave responses which only stated the cause of Athina's concern, i.e. the lockdown or a personal crisis, but failed to specify what she found concerning with regard to her friendships. The responses below gained no marks.

(a) Για ποιον λόγο η Αθηνά προβληματιζότανε για τις φίλίες της;

(1)

Λόγω της καραντίνας

(a) Για ποιον λόγο η Αθηνά προβληματιζότανε για τις φίλίες της;

(1)

Περνούσε μια νύχτα

Question 4(b) was answered correctly by the majority of students, who conveyed the idea that Athina was mostly worried about how long she would have to stay at home. The key phrase in answering this question is «πιο πολύ», which in the source text is indicated in «Κυρίως». The following response gained full marks.

(b) Για ποιο πράγμα ανησυχούσε πιο πολύ η Αθηνά;

(1)

Πόσο καιρό θα έμενε ^{ακόμα} ~~εξορία~~ ~~εξορία~~ ~~εξορία~~

Responses which referred to lessons and exams as causes of Athina's anxiety gained no marks because, although true according to the source text, they are not what Athina is mostly worried about.

(b) Για ποιο πράγμα ανησυχούσε πιο πολύ η Αθηνά;

(1)

Για τα μαθήματα και τις εξετάσεις

Question 4(c) was answered correctly by the majority of students, who explained that Athina conducted the research to find out how others felt about the lockdown or whether others shared her feelings of uneasiness or uncertainty regarding the lockdown. The following responses gained full marks.

(c) Γιατί η Αθηνά αποφάσισε να κάνει αυτήν την έρευνα;

(1)

Για να μάθει αν ~~ήταν~~ ήταν η μονη που ένιωθε έτσι για την καραντίνα.

(c) Γιατί η Αθηνά αποφάσισε να κάνει αυτήν την έρευνα;

(1)

Για να δει αν ήταν μόνο εκείνη που ένιωθε ανησυχία

Some students gave responses that were not supported by the source text. The response below gained no marks because it mistakenly assumed that Athina believed she was the only person who had such feelings.

(c) Γιατί η Αθηνά αποφάσισε να κάνει αυτήν την έρευνα;

(1)

Νόμιζε ότι ήταν μόνη της σε αυτό το συνέσθημα.

Question 4(d) was answered correctly by a good number of students, who identified two sources through which Athina gathered information for her research, a questionnaire and interviews. The following response gained full marks.

(d) Πώς μάζεψε στοιχεία για την έρευνά της; Δώσε δύο λεπτομέρειες.

(2)

Μοιράζοντας (διαδικτυακά) ερωτηματολόγια & παίρνοντας (διαδικτυακές) συνεντεύξεις.

This response also gained full marks, although the last detail regarding the fellow pupils and teachers was not necessary.

(d) Πώς μάζεψε στοιχεία για την έρευνά της; Δώσε δύο λεπτομέρειες.

(2)

Έφτιαξε ερωτηματολόγια και πήρε συνεντεύξεις διαδικτυακά, με συμμαθητές και δασκάλους της.

a

Responses which identified only one source, i.e. either interviews or a questionnaire, gained 1 mark.

(d) Πώς μάζεψε στοιχεία για την έρευνά της; Δώσε δύο λεπτομέρειες.

(2)

Διαδίκτυο
Από συνεντεύξεις καθηγών και καθηγών.

The response below also gained 1 mark as it identified only one source, i.e. a questionnaire. The information about the questionnaire being sent to Athina's fellow pupils concerns its recipients and does not identify the second source.

(d) Πώς μάζεψε στοιχεία για την έρευνά της; Δώσε δύο λεπτομέρειες.

(2)

Έγινε ένα ερωτηματολόγιο και το έστειλε στους
συμμαθητές της

Question 4(e) was answered correctly by the majority of students, who presented the view of a minority of pupils that the pandemic offered them an opportunity to revise for their exams. The following response gained full marks.

(e) Τι νόμιζε μια μειοψηφία μαθητών για την πανδημία;

(1)

Το είδαν σαν ευκαιρία να διαβάσουν για τις
εξετάσεις

Responses which presented the view that the pandemic had some positive elements were also accepted.

(e) Τι νόμιζε μια μειοψηφία μαθητών για την πανδημία;

(1)

Ποσ έχει θετικά.

Some students gave responses which included information that was either unsupported by the text or irrelevant. The response below gained no marks because the first detail, which describes the pandemic as entirely positive, is inaccurate according to the source text. The justification offered, that of allowing pupils to revise, is correct but comes second after an incorrect detail in an one-mark question and cannot therefore be accepted.

(e) Τι νόμιζε μια μειοψηφία μαθητών για την πανδημία;

(1)

Πως ήταν κακή γιατί τους έδανε χρόνο για επανέληψη.

Similarly, the response below gained no marks because the information it contains concerns the view of the majority rather than of the minority of pupils about the pandemic.

(e) Τι νόμιζε μια μειοψηφία μαθητών για την πανδημία;

(1)

το έβλεπαν αρνητικά από ότι τους έλειπαν οι φίλοι τους και βαρέθηκαν την επικοινωνία από το τηλέφωνο.

Question 4(f) was answered correctly by most students, who mentioned the monotony of online lessons as what bothered teachers less. The key word in this question was «λιγότερο» and most students showed excellent comprehension skills in answering it. The following response gained full marks.

(f) Ποιο πράγμα ενοχλούσε τους καθηγητές λιγότερο;

(1)

η μονοτονία του διαδικτυακού μαθήματος

Responses which referred to online lessons as being boring were also accepted.

(f) Ποιο πράγμα ενοχλούσε τους καθηγητές λιγότερο;

(1)

Τα βαρετά διαδικτυακά μαθήματα.

A small number of students misread the source text and gave answers which contained information that was unsupported by the text.

(f) Ποιο πράγμα ενοχλούσε τους καθηγητές λιγότερο;

(1)

Η διαφορά του διαδικτυακού μαθήματος με το κανονικό.

Similarly, the responses below gained no marks because they describe the online lessons in terms that are not synonymous with “monotonous”. In the second response, the detail describing the lessons as «μονότονα» is correct but comes second after an incorrect detail describing the lessons as “δύσκολα” and cannot therefore be accepted.

(f) Ποιο πράγμα ενοχλούσε τους καθηγητές λιγότερο;

(1)

~~Η φωνή τους~~ τα συνεχές διαδικτυακά μαθήματα.

(f) Ποιο πράγμα ενοχλούσε τους καθηγητές λιγότερο;

(1)

Για τα δύσκολα διαδικτυακά μαθήματα, που ~~είχαν~~
ήταν λυσιτελή.

Question 4(g) was answered correctly by the majority of students, who identified the lack of contact with the pupils as what bothered teachers most. The key word in this question was «περισσότερο» and most students showed excellent comprehension skills in answering it. The following response gained full marks.

(g) Ποιο πράγμα ενοχλούσε τους καθηγητές περισσότερο;

(1)

Το ότι δεν είχαν συχνή επαφή με τους μαθητές.

Question 4(h) was answered correctly by a good number of students, who addressed the question by explaining that Athina was surprised to see that she got closer to her family and that others from her school felt the same. The key word in answering this question is «παραξένεψε», which in the source text is indicated in the sentence «Η έρευνά μου είχε και εκπλήξεις». The following response gained full marks.

(h) Τι παραξένεψε την Αθηνά από αυτά που έμαθε; Δώσε δύο λεπτομέρειες.

(2)

Ότι δέθηκε με την οικογένειά της και ότι ένωσαν
και άλλοι όπως εκείνοι εκείνη

Some students misread the source text and gave responses which did not focus on the surprising aspects of Athina's research but on what she learned from it. Thus, responses which referred to her realisation of the importance of friendship or her discovery that sadness and fatigue were common amongst others at her school did not gain any marks.

(h) Τι παραξένεψε την Αθηνά από αυτά που έμαθε; Δώσε δύο λεπτομέρειες.

(2)

πως ακόμα και αυτα που ήταν παλυ αρνητικη
εμαθαν για τη συμμασια αθηνινης φιας και
δεσποους με την οικογενια.

The response below shows partial understanding of the source text. The first detail regarding the importance of communication is true in the context of the text but it is not what surprised Athina about her research. The second detail about Athina getting closer to her family is correct and thus the response gained 1 mark.

(h) Τι παραξένεψε την Αθηνά από αυτά που έμαθε; Δώσε δύο λεπτομέρειες.

(2)

Η Αθηνά, πιστοκε για την συμμασια της αθηνινης
επικοινωνιας, και παραωια δεθηκε με την οικογενεια
της, κατι που ειπαν και
αυερωτοι που ηταν αρνητικοι για το θεμα.

Examiner Tips

Read the question carefully and address it directly.

Read the source text closely and manipulate language sufficiently rather than lift whole phrases or sentences from the text so as to show comprehension of the text and also to suit the answer.

Avoid responding by using a direct quote from the text, unless the quote serves to illustrate or justify a comment or conclusion.

Give short answers which are to the point and avoid irrelevant or superfluous information.

If the question asks why, answer with a reason.

If the question asks how, answer by giving the manner.

Even if you do not use the question in your answer, imply it to avoid confusion, i.e. Για ποιο πράγμα ανησυχούσε πιο πολύ η Αθηνά; (Η Αθηνά ανησυχούσε πιο πολύ για το) Πόσον καιρό θα έμενε κλεισμένη στο σπίτι.

Section B: Grammar

For this section, students are assessed on their ability to understand and manipulate Greek language, grammar and lexis. They are required to manipulate sentences that appear in a previous exercise and reform them around a given word without changing the given word itself or the meaning of the sentence as well as manipulate a series of verbs so that each fits in a gap within the context of a short text. A maximum of 20 marks is available in accordance with an assessment-specific mark scheme.

This year, the theme for Section B came from the general topic areas of Lifestyle, health and fitness (Q05) and Environment and travel (Q06).

Question 5

Overall, performance in Question 5 was very good. A great number of students produced responses that demonstrated a high degree of competence and an excellent ability to manipulate grammatical structures effectively, thus earning full marks.

A number of students found Questions 5(d), 5(g), 5(h), 5(i) and 5(j) challenging.

Question 5(d) required replacing the verb «περιορίστηκε» with the given word «πήρε» followed by the object «συνεντεύξεις» and the adverb «μόνο», whilst also replacing the preposition «με» with «από». Responses which placed «μόνο» after the verb «πήρε» were also accepted. The following response gained full marks.

(d) Η Αθηνά δεν περιορίστηκε σε συνεντεύξεις με τους συμμαθητές της. (πήρε)

(1)

Η Αθηνά δεν πήρε μόνο ~~σε~~ συνεντεύξεις από τους συμμαθητές της.

The responses below gained no marks either because they changed the meaning of the original sentence by keeping the verb «περιορίστηκε» or the structure produced is grammatically incorrect as in the use of the preposition «σε» instead of «από».

(d) Η Αθηνά δεν περιορίστηκε σε συνεντεύξεις με τους συμμαθητές της. (πήρε)

(1)

Η Αθηνά δεν ~~περιορίστηκε~~ όταν πήρε συνεντεύξεις με τους συμμαθητές της.

(i) Πείστηκα για τη σημασία της επικοινωνίας. (σημαντική)

(1)

~~Πείστηκα~~ Κατάλαβα το πώς αυθαιρέτως είναι η
αυτοαξία της επικοινωνίας.

Question 5(g) required replacing the verb «διαπίστωσε» with the noun «Η διαπίστωση» and changing the nominative of the proper noun «Η Αθηνά» into the genitive «της Αθηνάς», whilst adding the verb «ήταν» in the past tense.

The following response would have gained full marks but for the misspelling of the verb «είταν», which is a grammatical mistake.

(g) Η Αθηνά διαπίστωσε πως η θλίψη και η κούραση ήταν κοινά χαρακτηριστικά.
(η διαπίστωση)

(1)

Η διαπίστωση της Αθηνάς είταν πως η θλίψη και η κούραση
ήταν κοινά χαρακτηριστικά.

Similarly, the responses below gained no marks either because the structure produced is grammatically incorrect as in the use of the verb «Ηρθε» or because it makes no sense.

(g) Η Αθηνά διαπίστωσε πως η θλίψη και η κούραση ήταν κοινά χαρακτηριστικά.
(η διαπίστωση)

(1)

Ηρθε στην Αθηνά η διαπίστωση πως η θλίψη και η
κούραση ήταν κοινά χαρακτηριστικά.

(g) Η Αθηνά διαπίστωσε πως η θλίψη και η κούραση ήταν κοινά χαρακτηριστικά.
(η διαπίστωση)

(1)

Η διαπίστωση έλεγε πως η θλίψη και η κούραση ήταν κοινά
χαρακτηριστικά.

(g) Η Αθηνά διαπίστωσε πως η θλίψη και η κούραση ήταν κοινά χαρακτηριστικά.
(η διαπίστωση)

(1)

Η διαπίστωση της κούρασης και της θλίψης
ήταν κοινά χαρακτηριστικά από την Αθηνά.

Question 5(h) required replacing the noun «Η συζήτηση» with the participle «συζητώντας», whilst changing the verb «έμαθε» from the third person into the first person «έμαθα» and therefore omitting the personal pronoun «μου».

The following responses gained no marks either because the structure produced changed the meaning of the original sentence, as in the use of the verb «έμαθε» which refers to a person other than the speaker, or because it is grammatically incorrect.

(h) Η συζήτηση με άλλους μου έμαθε πολλά. (συζητώντας)

(1)

Συζητώντας με άλλους έμαθε πολλά.

(h) Η συζήτηση με άλλους μου έμαθε πολλά. (συζητώντας)

(1)

Συζητώντας με άλλους μου έμαθε ~~πο~~
πολλά.

Question 5(i) required changing the prepositional phrase introduced by «για» into a secondary clause introduced by «πως» and adding the verb «είναι» or «ήταν», whilst replacing the noun «τη σημασία» with the adjective «σημαντική» and changing the genitive of the adjective «της επικοινωνίας» into the nominative «η επικοινωνία» so that it functions as the subject of «είναι» or «ήταν». Responses in which the secondary clause is introduced by «για το ότι» or «για το πόσο» were also accepted. The following responses gained full marks.

(i) Πείστηκα για τη σημασία της επικοινωνίας. (σημαντική)

(1)

Πείστηκα για το ότι η επικοινωνία είναι σημαντική.

(i) Πείστηκα για τη σημασία της επικοινωνίας. (σημαντική)

(1)

Πείστηκα για το πόσο σημαντική είναι
η επικοινωνία

The responses below gained no marks either because the structure produced is grammatically incorrect or because parts of the original sentence were omitted, which altered the meaning.

(i) Πείστηκα για τη σημασία της επικοινωνίας. (σημαντική)

(1)

Πείστηκα για τη σημαντική ~~επικοινωνία~~ ~~επ~~
σημασία της επικοινωνίας

(i) Πείστηκα για τη σημασία της επικοινωνίας. (σημαντική)

(1)

Η επικοινωνία ήταν σημαντική

Question 5(j) required changing the original negative sentence into an affirmative one by using the verb phrase «θα μου μείνει» in the future tense, whilst replacing the verb «ξεχάσω» with the adjective «αξέχαστο» and omitting the personal pronoun «το».

Responses in which the verb «ξεχάσω» is replaced by the prepositional phrase «στη μνήμη μου» or «στο μυαλό μου» were also accepted but it should be noted that the personal pronoun «μου» should be omitted from the verb «θα μείνει». The following responses gained full marks.

(j) Δεν θα το ξεχάσω αυτό. (μείνει)

(1)

Αυτό θα μείνει στη μνήμη μου.

(j) Δεν θα το ξεχάσω αυτό. (μείνει)

(1)

Θα μείνει για πάντα στο μυαλό μου.

The responses below gained no marks either because the structure produced is grammatically incorrect if the adjective «αξέχαστο» is omitted or because parts of the original sentence were omitted, which altered the meaning.

(j) Δεν θα το ξεχάσω αυτό. (μείνει)

(1)

Αυτό θα μου μείνει.

(j) Δεν θα το ξεχάσω αυτό. (μείνει)

(1)

Αυτό θα μου μείνει, δε θα το ξεχάσω

(j) Δεν θα το ξεχάσω αυτό. (μείνει)

(1)

Αυτό δε μείνει αέχαστο

A small number of students did not score full marks either by changing the word given in brackets, or by omitting stress marks or using them wrongly, or by making grammatical mistakes misspelling a word, or by making an unnecessary change and thus altering the meaning of the original sentence. The following responses gained no marks.

(a) Οι περισσότεροι περιέγραψαν την κατάσταση αρνητικά. (τρόπο)

(1)

Ο τρόπος που περιέγραψαν οι περισσότεροι την κατάσταση ~~ήταν~~ ήταν αρνητικός

(g) Η Αθηνά διαπίστωσε πως η θλίψη και η κούραση ήταν κοινά χαρακτηριστικά.
(η διαπίστωση)

(1)

Η Αθηνά έκανε την διαπίστωση πως η θλίψη και η κούραση ήταν κοινά χαρακτηριστικά.

(j) Δεν θα το ξεχάσω αυτό. (μείνει)

(1)

Αυτό θα μου μείνει αέχαστο

(f) Όλοι παραπονέθηκαν. (εκφράσανε)

(1)

Όλοι εκφράσανε τη διατριβή τους.

(i) Πείστηκα για τη σημασία της επικοινωνίας. (σημαντική)

(1)

Πείστηκα γιατί καταλάβα το πόσο σημαντική είναι η
επικοινωνία της επικοινωνίας.

Examiner Tips

Do not change the word given in brackets.

Do not change the meaning of the sentence by changing verb tense or by adding or omitting key words.

Remember to put the stress marks where necessary.

Remember to check your responses for any grammatical mistakes.

Question 6

Overall, performance in Question 6 was very good. This year, the grammatical structures that required to be placed in the correct form included verbs, nouns and adjectives. Many students produced responses that demonstrated a high degree of competence and an excellent ability to manipulate these structures effectively, thus earning full marks.

Some students did not score full marks.

- The most common grammatical error was the misspelling of verb or adjective endings or of high frequency verbs, as in question 6(b), i.e. **δημιουργίθηκε δημιουργήθηκε**, in question 6(c), i.e. **απόψεον**, in question 6(d), i.e. **δραστηριοποιούντε**, in question 6(h), i.e. **μέλοι** or **μέλει**, or in question 6(i), i.e. **συνεργάζετε**
- Another common error was writing the verb in the wrong person and/or tense, as in question 6(i), i.e. **συνεργάζονται**, instead of the correct form **συνεργάζεται**, which has as its implied subject «Η ομάδα», or in question 6(d), i.e. **δραστηριοποιήθηκε** instead the correct form **δραστηριοποιούνται**. The use of the past **δραστηριοποιήθηκε** places the groups's activities in the

past and implies they are no longer valid. Furthermore, the verb should be in the plural as its subject is «Οι εθελοντές».

- Another common error was writing the noun in the wrong form, as in question 6(c), i.e. **απόψεις** or **άποψης**, instead of the correct form **απόψεων**.
- A number of students changed the given word from passive to active voice, or from noun to verb or adjective, or from verb to noun, as in question 6(a), i.e. **οργάνωσε**, or in question 6(d), i.e. **δραστηριοποιούν**, or in question 6(h), i.e. **μέλοντα** or **μελοντικά**, or in question 6(i), i.e. **συνεργασίες**, or in question 6(j), i.e. **μοιράζουν**, which is semantically incorrect as the meaning of **μοιράζουν** is “they distribute” rather than they share”
- A much less common grammatical error this year was the omission or wrong use of the stress mark or placing a dot over the Greek letter –ι, which, according to the conventions of the Greek accentuation system, is not accepted grammatical practice

Examiner Tips

Read the entire text before attempting to answer the question in order to understand the time frame in which it is set.

Look for key words in the text as an indication of which person to put the verb in.

Pay close attention to verb endings and the spelling of high frequency words.

Put the verb in the voice – active or passive – indicated by the word given.

Remember always to put the stress marks clearly.

Section C: Writing

For this section, students are required to write a 240-280 word discursive essay in Greek, in response to a short Greek-language stimulus and related bullet points. Responses rely on careful reading of the bullet points in order to allow for a pertinent and comprehensive piece of continuous writing. The assesment rewards the effective and purposeful communication of relevant information, the logical sequencing of ideas as well as the quality of the Greek language produced. The question carries 15 marks for Content and Communication and 15 marks for Quality of Language. Total 30 marks.

This year, the theme for Section C came from the general topic area of Youth Matters and required critical engagement with the theme of Peer Pressure and Role Models.

Question 7

Overall, the majority of students performed well in this question, with many scoring 22 marks and above. A good number of students achieved marks from the top bands (levels 4 and 5) of the categories for 'Content and Communication' and 'Quality of Language'. They addressed all bullet points and provided both a short introduction and a conclusion. They gave relevant, convincing and well developed answers with no digression or irrelevance. They supported their ideas by citing concrete examples drawn from their personal experience to illustrate the point. They put forth convincing arguments and justified their opinion by offering an explanation or by making a personal comment or evaluation.

They also used effectively and appropriately a varied range of vocabulary and complex grammatical structures, relevant to the discussion and with few lapses in basic grammatical control. It was also noted with pleasure that there were successful attempts to link discussion of the bullet points in a logical and effective sequence.

There were instances where students made statements or expressed ideas without providing any illustration or justification or without drawing any conclusions. A number of responses included an enumeration of traits that were deemed important in a good role model but without an evaluation of their significance being offered.

Some students expanded excessively on one bullet point, mainly point 3, or under-developed a bullet point, more so point 4, often repeating ideas that were discussed in previous bullet points or discussing the point in very general terms without using concrete examples, providing explanations or drawing logical conclusions. This resulted in an imbalanced essay with the inclusion of irrelevant and/or repetitive information and vocabulary.

(i) The following response earned 27 marks. This answer is coherent, well balanced and purposeful with no digression. The organisation of material is effective and ideas are expressed in a logical sequence. However, there is some generalisation and ambiguity but this does not affect the overall impression of a confident piece. The student has employed a wide range of vocabulary and grammatical structures that were used effectively and appropriately to address the needs of the task, with very few errors.

Συμφωνώ απόλυτα με το σχόλιο στο απόσπασμα
και πιστεύω πως πρέπει να υψώνουμε τα πρότυπα
μας σύμφωνα με τον χαρακτήρα τους, και όχι μόνο
το ταλέντο ~~απο~~ τους.

Καταρχάς, θεωρώ πως είναι απαραίτητο να έχουμε
όποι ένα πρότυπο, ειδικά σε μικρές ηλικίες, ώστε
να βοηθήσει με την πρόοδο μας και την
καλιέργεια του χαρακτήρα μας. Μέσα από ένα
σωστό πρότυπο, έχουμε την δυνατότητα να έχουμε
ένα καλό παράδειγμα το οποίο διδάσκει σωστά
πράγματα. Ένα καλό πρότυπο μπορεί να είναι ο
οποιοσδήποτε, ανεξάρτητα από την διασημότητα και
την οικονομική του κατάσταση.

Κατά την γνώμη μου, το ιδανικό πρότυπο πρέπει να έχει αξιοθαύμαστη συμπεριφορά και να φέρεται σε όλους με ευγένια και σεβασμό. ~~Επί~~ Επίσης, θεωρώ πως ένα εξαιρετικό πρότυπο πρέπει να διαθέτει κάποια κοινά χαρακτηριστικά μαζί σου. Αυτά ~~θ~~ τα χαρακτηριστικά θα μπορούσαν να ~~π~~ είναι οτιδήποτε, αλλά κάτι που θαυμάζεις σε αυτόν τον άνθρωπο ή διαθέτεις και εσύ ο ίδιος. Επιπλέον, πιστεύω πως ένα καλό πρότυπο πρέπει να έχει ταλέντο σε έναν συγκεκριμένο τομέα (ένα άθλημα, στην μουσική, κλπ).

Συνήθως, τα πρότυπα που έχουν οι νέοι είναι πρότυπα - διασημότητες. Προσωπικά, πιστεύω πως τα πρότυπα - διασημότητες έχουν την δύναμη να κάνουν το πιο πολύ καλό από όλους, λόγω ~~τους~~ ~~της~~ της διαχρονικής επιρροής που έχουν, ειδικά στις μικρότερες ηλικίες. Αν εμμεταλεύτουν την δύναμη τους σωστά, έχουν την δυνατότητα να σχηματίσουν μια ολοκληρωμένη γενιά, και να δώσουν σωστές υγιείς αξίες στα παιδιά. Απεναντίας, έχουν επίσης την ικανότητα να δημιουργήσουν τεράστιο κακό, ~~επ~~ επηρεάζοντας τους νέους αρνητικά, ~~δίνοντας~~ δίνοντας τους λάθος παραδείγματα που δεν διδάσκουν την σωστή δουλειά, τον σεβασμό, και της αληθινότητας.

Εγώ έχω σαν πρότυπο τον ~~τη~~ καλαθοσφαιριστή
Λεμπρόν Τζέιμς για διάφορους λόγους. Πρώτων,
ασχολούμαι με την καλαθοσφαίριση από πολύ μικρή
ηλικία, και ~~την~~ από τότε θαύμαζα ιδιαίτερα τον
Λεμπρόν Τζέιμς. Μαάλιστα, πολλοί προπονητές μου έχουν
σχολιάσει το στυλ που έχω στο μπάσκετ, λέγοντας ότι
παίζω σαν τον συχνευρισμένο παίκτη. Επίσης, έχει λάβει
μέρος σε πολλές φιλανθρωπικές δραστηριότητες, και έχει
ιδρύσει μέχρι και το δικό του σχολείο. Επιπροσθέτως,
μεγάλωσε στην φτώχεια και με απόληια πατέρα.
Έχοντας τόσο επιτυχημένη ζωή ύστερα από τόσες
δυσκολίες μου δείχνει πώς έχω την δύναμη να
πετύχω ότι θέλω μέσα από την σκληρή δουρεία.

Συνολικά, πιστεύω πως είναι σημαντικό όλα να
έχουμε ένα καλό πρότυπο, όμως είναι σημαντικό να
έχουμε σωστά κριτήρια.

Examiner Comments

Following a brief introduction that expresses agreement with the ideas presented in the rubric concerning the importance of having a role model, the student proceeds to justify their position through the use of concrete examples. For instance, when they state the positive effect of a role model on character development. However, some generalised statements are made, which are left unexplained. For instance, the student could have illustrated what a good role model can teach us. The discussion of the second bullet point, regarding the traits of a good role model, is adequately developed with a good range of traits being mentioned. However, the student could have explained the choice of some of the suggested traits. The student next moves on to discuss their view of celebrity role models by presenting both sides of the argument and providing reasons for each; for instance, when stating that celebrities exercise great influence, which they can utilise to instill more values in young people. However, the idea of the negative impact of celebrity role models could be illustrated in more specific terms through the use of more concrete examples. The student finally moves on to the last bullet point, regarding their own role model, which they discuss successfully in great detail and through the use of appropriate examples. The student offers convincing reasons for their choice and evaluates the impact of their role model on their life. Finally, the student rounds off the essay with a short conclusion that reiterates the main idea.

Content and communication: 13 marks

Quality of language: 14 marks

(ii) The following response earned 22 marks. The answer is mostly purposeful and coherent with no digression. Ideas are expressed in a logical sequence but there is some generalisation and ambiguity. The development of the bullet points is not always balanced but the piece gains more confidence in the last section. The student has employed a good range of vocabulary and grammatical structures that are generally used appropriately to address the needs of the task, with occasional lapses in grammatical and lexical control.

Να έχεις ένα πρόσωπο στην
ζωή σου είναι πολύ σημαντικό και
σημασίζει τον άνθρωπο που θα γίνεις.

Το πρόσωπο που διαλέγεις να έχεις για τον εαυτό σου δεν είναι μόνο ~~κάποιος~~ κάποιος που θαυμάγεις αλλά κάποιος που έχει τις ιδιές ή παρόμοιες ιδέες με εσύ. Συνήθως τα πρόσωπα που έχουμε είναι δημοφιλείς άτομα που θέλησαμε σε ταινίες ή σε μουσική. Παρόλα αυτά, πολλοί άνθρωποι έχουν προσκύει κάποιον από ~~την~~ την οικογένεια τους ή τους πιο μεγάλους τους φίλους. Τα πρόσωπα που έχει ~~στη~~ ο καθένας μας, που σχηματίζει τον ανθρώπο και ~~τα~~ τις συμπεριφορές μας.

Επομένως, οι άνθρωποι που διαλέγαμε να ακολουθήσουμε πρέπει να είναι τίμιοι και ευγενείς άτομα. Δεν είναι απαραίτητο να ~~ακολουθώ~~ ακολουθούν τα συντηρητικά στερεότυπα όλων, αρκεί να είναι ένας ~~καλός~~ ευγενικός, κομψός άνθρωπος.

Πιστεύω, ότι τα διάσημα πρόσωπα
είναι ένα ταμπού θέμα. Για αρχή, οι
διάσημοι άνθρωποι, δεν δείχνουν ποτέ
όλο τους τον εαυτό στο κεινό τους. Αυτό
σημαίνει ότι δεν μπορεί ~~κάποιος~~ κάποιος να
~~ξε~~ ξέρει με σιγουριά όλα το πρόσωπο του
είναι σωστό ~~και~~ άτομο να ακολουθεί
ακολουθήσει. Για αυτόν τον λόγο θεωρώ
ότι τα πρόσωπα πρέπει να είναι άτομα
που ξέρουμε σε προσωπικό επίπεδο. Το πιστεύω
αυτό ~~επειδή~~ επειδή ποτέ δεν μπορεί να
ξέρει κανένας τι κρύβει ένα δημοφιλές άτομο

Εγώ έχω δύο πρόσωπα, τον Καλλιτέχνη
Jan Sluijters, και η δασκάλα ζωγραφικής μου. Τους
θαυμάζω και τους δύο επειδή είναι
καταπληκτικοί ζωγράφοι που μου έχουν αγγίξει
τον θαυμασμό μου για την καλλιτική τέχνη.
Ο Δανός καλλιτέχνης Jan Sluijters με έχει
επηρεάσει με την τεχνική του και τα
θέματα που διερεύνησε. Από την άλλη
μεριά η δασκάλα μου με έχει κάνει
όχι μόνο καλίσερο ζωγράφο αλλά και
καλίσερο άνθρωπο. Αυτή είναι η διαφορά
του δημοφιλές και προσωπικού πρόσωπου.

Θεωρώ ότι όλοι πρέπει να έχουν
κανόν να θαυμάζουν και να να θέλουν
να ~~παρα~~ μιλάσουν σε αυτόν. Αυτό μας
δείνει όλους ένα κατεύθυνση.

Examiner Comments

Following a brief introduction that states the importance of having a role model, the student proceeds to identify different types of role model and attempts to justify their point. For this, they use concrete examples when, for instance, they explain that role models come from the world of entertainment as well as from one's family circle. However, the justification provided is a generalised statement which is left unexplained. The discussion of the second bullet point, regarding the traits of a good role model, is under-developed and contains some repetition of ideas, as in the reference to being polite. The student could have explained the choice of the suggested traits and expanded on what constitutes conservative stereotypes. The student next moves on to discuss their view of celebrity role models by providing reasons and drawing logical conclusions; for instance, when stating that celebrities never reveal their true character, which raises issues of trust and leads to the conclusion that it is preferable to have someone we know personally as our role model. However, the discussion is rather limited in scope with repetition of ideas and lacks specific details. The student finally moves on to the last bullet point, regarding their own role model, which they discuss successfully in great detail and through the use of concrete examples. The student offers convincing reasons for their choice and evaluates the impact of their role models on their life and character. Finally, the student rounds off the essay with a short conclusion that reiterates the main idea.

Content and communication: 11 marks

Quality of language: 11 marks

(iii) The following response earned 16 marks. The overall purpose is clear and there is some evidence of ideas following a logical sequence. However, the discussion of the different points is imbalanced and there is also ambiguity and repetition. The student employed a satisfactory range of vocabulary and grammatical structures that are sometimes used appropriately to address the needs of the task, with significant lapses in grammatical and lexical control.

σε πολλούς ~~εναρμονίες~~ εναρμονίες, πολλές φορές δέχνουν
μια ~~ψ~~ ~~εξέφτικι~~ ^ψεξέφτικι ζωή που ~~από~~ από φωτογραφείς
βρίντοντε ~~αλλά~~ ^{άλλα} τέλεια χωρίς κανένα πρόβλημα
αλλά κρύβουν την ~~αλήθεια~~ αλήθεια που μπορεί
να είναι πολύ πιο διαφορετική από αυτό
που ανευάζουν. ~~Πολλοί άνθρωποι~~ ^{άνθρωποι} Άσες που
ειπάρχουν πολλοί διασημη [↓] που έχουν το
χρυσότερο παράδειγμα ^{ζωής} και επηρεάζουν νέα
παιδιά να νομίζουν πως αυτός είναι
ο ~~καλύτερος~~ ~~καλύτερος~~ ~~τραπας~~ ~~ζωής~~ σωστός
τρόπος ζωής, ενώ είναι το αντίθετο.

Αντιθέτως, ειπάρθουν ~~ο~~ κάποιοι διμορφείς
άνθρωποι που όντως είναι καλά ~~πρότυπα~~ πρότυπα
και χρησιμοποιούν την επιρροή σε άτομα με
^{θετικό} ~~καλό~~ τρόπο. Διλασί με καλές πράξεις,
όπως να ~~βοηθώ~~ βοηθώ τους φτωχούς,
το περιβάλλον, εμπνέουν το κινό τους να
κάνουν το ίδιο. ~~Αλλά οι άνθρωποι~~

~~καλώς καθήκοντα~~ Πάυτος, προτίνω σε
όλους να διαβάσεις ~~ο~~ και να μάθεις για
ένα άτομο καλότερα ~~και να~~ πριν σου
γίνει πρότυπο και να ~~μην~~ μην πιστεύετε τα
πάντα που βλέπετε στο διαδίκτυο. Εμένα
προσωπικά το πρότυπό μου είναι ο Θεός μου.
Είναι πολύ σοφός και ενημερωμένος για
τα πάντα και πάντα ^{αμέρι} θετικός, ~~μακάρι να~~

με βοηθάει να γίνωμαι καλότερος άνθρωπος
και μου δίνει της καλότερες συμβουλές,
~~και~~ και ~~γιατί~~ γιατί είναι το πρότυπό μου.

Μακάρι να είμαι σαν ~~ο~~ αυτόν μια μέρα.

Examiner Comments

The essay does not follow the convention of using paragraphs. The student starts with a short introduction, stating the importance of having a role model. They then proceed to justify their view but the discussion lacks clarity and the ideas presented are left unexplained and unsupported. The second bullet point, regarding the traits of a good role model, is discussed in some detail but there is ambiguity and communication is often impeded by the use of language. The student could also have explained the choice of the suggested traits rather than provide a list of them. The student next moves on to discuss their view of celebrity role models and attempts to present both sides of the argument but does so in very general terms, offering very few concrete examples; for instance, when illustrating the positive impact of celebrity role models by inspiring others to help the poor or care for the environment. Furthermore, the discussion of this point is over-developed and contains ambiguity with communication impeded by the use of language. The student finally moves on to the last bullet point, regarding their own role model, but the discussion is not fully developed or justified with ideas and vocabulary being repeated. The student could have explained some of the ways in which the uncle has helped them become a better person. The student also seems to have merged discussion of the last bullet point with a concluding statement.

Content and communication: 8 marks

Quality of language: 8 marks

Examiner Tips

Remember to develop all bullet points purposefully and to sequence ideas in a logical manner.

Read both the rubric and the bullet points carefully in order to avoid misunderstanding, which may lead to the discussion being off point.

Develop **all** bullet points equally. An over-developed response may result in digression, irrelevance or repetition of ideas and vocabulary. An underdeveloped response may result in omission or lack of convincing argumentation.

Express your ideas in a clear and precise manner. Avoid general answers and vague statements.

Justify your opinion or explain your preference by giving concrete examples or stating your reasons.

Support personal statements by providing convincing explanations or providing concrete examples.

Remember to follow the conventions of writing by including an introduction and a conclusion and using paragraphs appropriately.

Paper Summary

Based on their performance on this paper, students ought to consider the following, when preparing for or sitting this examination:

- Read the questions carefully and give clear and concrete answers
- Provide responses which are pertinent to the question and are based on the text rather than on general knowledge or personal experience in Question 4
- Show evidence of producing their own language
- When rephrasing sentences make sure that they do not change the meaning by adding or omitting key words in Question 5
- Pay attention to the spelling rules in order to avoid grammatical errors in endings
- Address all bullet points equally in Question 7
- Observe the conventions of essay writing
- Do not forget to put the stress marks on words which need a stress mark.
- Present a legible answer that does not spill over the margins of the page
- Proof-read what they write

Grade Boundaries

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