

# INTERNATIONAL GCSE

## Modern Greek

### Specification

Pearson Edexcel International GCSE in Modern Greek  
(4MG0)

First examination 2011

Issue 3



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This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website: [www.edexcel.com](http://www.edexcel.com)

## *Acknowledgements*

This specification has been produced by Pearson on the basis of consultation with teachers, examiners, consultants and other interested parties. Pearson would like to thank all those who contributed their time and expertise to the specification's development.

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## **Introduction**

The Edexcel International General Certificate of Secondary Education in Modern Greek is designed for use in schools and colleges. It is part of a suite of International GCSE qualifications offered by Edexcel.

## **Key subject aims**

The aim of the International GCSE specification for Modern Greek is to provide a framework for the development of written and transmission skills combined with the practical application of grammar of the target language. Transmission skills are defined as transfer of meaning and translation skills.

The Edexcel International GCSE in Modern Greek enables students to:

- understand the written forms of Modern Greek within defined contexts
- communicate effectively in Modern Greek, through writing skills, using a range of vocabulary and structures
- develop knowledge and understanding of the grammar of Modern Greek and its practical application
- develop transmission skills from English into Modern Greek and from Modern Greek into English
- develop positive attitudes to language learning
- build a suitable foundation for further study of Modern Greek.

## **About this specification**

### **Key features and benefits of the specification**

Key features and benefits are:

- a list of defined topics on which the examination will be based
- clear guidance on language-specific grammar points
- uniform assessment criteria on which teachers can base their teaching.



# Contents

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# Specification at a glance

This Edexcel International GCSE in Modern Greek comprises one externally assessed paper.

<b>Paper 1</b>	<b>Paper code: 4MG0/01</b>
<ul style="list-style-type: none"><li>Externally assessed</li><li>Availability: June series</li><li>First assessment: June 2011</li></ul>	
<p>Overview of content</p> <ul style="list-style-type: none"><li>This qualification enables students to gain an accurate understanding and appreciation of Modern Greek.</li></ul> <p>Students will develop:</p> <ul style="list-style-type: none"><li>competence in reading and writing in Modern Greek</li><li>competence in translating from English into Modern Greek and from Modern Greek into English with accuracy, employing a broad range of vocabulary and idiomatic expressions, and adopting an appropriate formal style and tone.</li></ul>	
<p>Overview of assessment:</p> <ul style="list-style-type: none"><li>this qualification is assessed through a 3-hour examination paper set and marked by Edexcel</li><li>the total number of marks available is 100</li><li>the paper will be a question and answer booklet and all questions in the paper are compulsory</li><li>the paper will consist of three questions:<ul style="list-style-type: none"><li>question 1 (20 marks): translation from English to Greek</li><li>question 2 (40 marks): translation from Greek into English</li><li>question 3 (40 marks): writing in Greek (students have to write an essay on one of five subjects given)</li></ul></li><li>dictionaries must not be used in the examination.</li></ul>	



# Qualification content

## Knowledge and understanding

This Edexcel International GCSE in Modern Greek requires students to demonstrate the knowledge and understanding of:

- applying grammatical rules with accuracy
- appropriate formal style and tone in the target language
- language conventions such as correct punctuation and accuracy in spelling
- the grammatical system and a range of structures.

## Skills

This Edexcel International GCSE in Modern Greek requires students to demonstrate application of:

- translating English into Modern Greek
- translating Modern Greek into English
- writing essays in Modern Greek
- flexibility when communicating in writing
- manipulating the language accurately to organise facts and ideas, and to present explanations, opinions and information in writing.



# Paper 1

## Overview of content

This qualification enables students to gain an accurate understanding and appreciation of Modern Greek.

Students will develop:

- competence in reading and writing in Modern Greek
- competence in translating from English into Modern Greek and from Modern Greek into English with accuracy, employing a broad range of vocabulary and idiomatic expressions, as well as adopting an appropriate formal style and tone.

## Overview of assessment

- This qualification is assessed through a 3-hour examination paper, set and marked by Edexcel.
- The total number of marks available is 100.
- The paper will be a question and answer booklet and all questions in the paper are compulsory.
- The paper will consist of three questions:
  - question 1 (20 marks): translation from English to Greek
  - question 2 (40 marks): translation from Greek into English
  - question 3 (40 marks): writing in Greek (students have to write an essay on one of five subjects given).
- Dictionaries must not be used in the examination.

## Topic areas

All questions will be set in the context of the following topic and sub-topic areas. These topics enable students and teachers to focus on appropriate vocabulary.

Topic areas	Sub-topic areas
<b>Topic area A</b> Home and abroad	Life in the town and rural life Weather and climate Travel, transport and directions Holidays and tourist information Services (for example telephone, bank, post office) Customs and religion Everyday life and traditions in the target language country and communities

<b>Topic areas</b>	<b>Sub-topic areas</b>
<b>Topic area B</b> Education and employment	Childhood School life and routine Work/careers Future plans
<b>Topic area C</b> House, home and daily routine	Types of home Information about self, family and friends Helping about the house Food and drinks
<b>Topic area D</b> The modern world and the environment	Current affairs and social issues Environmental issues The media (TV, film, radio, newspapers) Information and communication technology (internet, mobile phones, email)
<b>Topic area E</b> Social activities, fitness and health	Special occasions Hobbies, interests, sports and exercise Shopping and money matters Accidents, injuries, common ailments and health issues

## Summary of the specification content

### Grammar

Students are expected to acquire knowledge and understanding of the grammar of Modern Greek during their course. In the examination students will be required to apply their knowledge and understanding, drawing from the following lists.

#### Articles, nouns, adjectives, pronouns

- The case system (nominative, accusative and genitive forms, in both singular and plural) for all parts of speech which decline
- Definite and indefinite articles
- All declensions of nouns
- All classes of pronoun
- All classes of adjective including comparative and superlative forms
- Numerals which decline
- Agreement in number, gender and case
- Uses of the article

#### Adverbs

- Adverbs of time
- Manner
- Degree
- Place
- Common irregular comparative and superlative forms

#### Verbs

- Stems and endings of all verb forms, active and passive, in all tenses and in both aspects
- The gerund and the participles
- Impersonal verbs

#### General

- Word order in main and subordinate clauses
- Prepositions and the cases, which they govern
- Measurement of space, time and quantity
- Conjunctions
- All the conventions of standard orthography and accentuation

**Students should write standard Modern Greek. Dialect forms may not be used in active production, although more common variants may occur for recognition.**

## Assessment criteria

Assessment criteria reflect the standard expected for International GCSEs. It is not, therefore, necessary for students to perform 'perfectly' in order to attract the highest marks available in each assessment criteria grid.

### Major errors

These may include, for example, **consistent** mismatching adjectives and nouns, use of inappropriate tenses and/or incorrect vocabulary.

### Minor errors

These may include, for example, **occasional** omission of accents, slight spelling errors.

### Awarding marks

Marks are awarded positively using the assessment grids on the following pages. The mark awarded reflects the extent to which the task as a whole has been successfully communicated and completed. To determine if a student should gain the upper or lower number of marks in the mark range box, it is important to refer to the boxes above and below. If the student's performance borders more on the performance of the lower box, then the lower mark is allocated. On certain occasions, a student performance may require a 'best fit' mark.

## Assessment criteria grids

### Question 1 – Translation from English into Modern Greek

Criteria	Descriptor	Mark range
Transmission	The candidate will have been unable to translate the passage. There will be very little or no rewardable work.	0–1
	The candidate will have shown some very limited linguistic ability; however, they will only occasionally use the correct vocabulary with good grammar and structures.	2–3
	There will have been a pedestrian translation containing many grammatical errors and the wrong choice of vocabulary but the passage shows some level of communication and also some linguistic achievement.	4–5
	The candidate will have produced a competent translation to have gained marks at this level. There will be some grammatical inaccuracies and some wrong use of vocabulary but the language is well communicated and there is evidence of linguistic achievement.	6–7
	The candidate will have produced an excellent translation. The language will read well, and will also contain a variety of correctly-used structures, vocabulary and idiom. There may be occasional grammatical errors.	8–10

## Question 2 – Translation from Modern Greek to English

Criteria	Descriptor	Mark range
Transmission	Poor. The candidate has very little idea of what the passage is about and/or the translation is written in barely intelligible English.	0–1
	Weak. Limited comprehension. The candidate appears to be relying on inspiration and guesswork.	2–3
	Satisfactory. The candidate has grasped the basic sense of the passage but is never in total control of the meaning. There are likely to be many errors and omissions, with carelessness and sometimes poor English.	4–6
	Good. The candidate will have produced a reasonably accurate translation, with a little awkward English and some errors and omissions.	7–8
	Very good/excellent. The candidate will have demonstrated a fluent command of vocabulary and idiom. They will also have demonstrated a good awareness of style, which makes the passage flow. At the lower end of the range there may be one or two careless minor errors.	9–10

### Question 3 – Writing

This question attracts marks for **communication** (the ability to express ideas, facts and reactions relevant to a narrative, report or description) and **accuracy and variety/interest**.

Criteria	Descriptor	Mark range
Communication	No language worthy of credit.	0
	About a quarter of what is written will have shown ability to express ideas relevant to the narrative, report or description required. Overall, however, there is little evidence of an ability to put ideas into a satisfactory sequence. As a result, the piece on the whole contains a substantial amount of incoherence, irrelevance or unaccountable digression.	1–5
	At least half of what is written will have shown the ability to express ideas in a form that is comprehensible to a native reader. There will also have been evidence of the ability to put ideas into a satisfactory sequence. Though there are likely to be many areas of incoherence, irrelevance, ambiguity or illogical argument, these should not be sufficient to obscure the overall theme or purpose of the whole passage.	6–10
	At least three-quarters of what is written will have shown evidence of ability to put ideas and events into a recognisable sequence. While there may still be evidence of oddity, irrelevance, ambiguity or even occasionally incoherence, these will have given the impression of having been aberrations in an otherwise coherent and pertinent piece of work.	11–15
	Notwithstanding any errors that do not interfere with the comprehension of the passage, all of what is written will have been correctly sequenced and unambiguous. The minor oddity or irrelevance may be tolerated in this range, but should not detract from the overall picture of a confident, fluent, pertinent and purposeful piece of work.	16–20

### Question 3 – Writing (*continued*)

To write with sufficient variety and interest to give a sensibly fluent account, report or description which would give a native reader confidence in what one was saying and one's judgements in the situation. To write with sufficient accuracy and sense of grammatical structure to give evidence of clear understanding of the basic principles of the language and a solid foundation for further study. To demonstrate a grasp of syntax, case, gender, predication, subordination and co-ordination.

Criteria	Descriptor	Mark range
Accuracy and variety/interest	No language worthy of credit.	0
	About a quarter of what is written is correctly spelled. A substantial proportion of the work contains errors of more than a single letter. There will have been frequent errors involving common words. The candidate will have observed case and gender only intermittently. The verb inflexions will have been very insecure on a frequent basis. The vocabulary and structures will have been barely adequate to have performed the task required. There will have been little or no evidence of factual information or enhancement.	1-5
	About half of what was written will have been correctly spelled. The common words will have been generally correct, and most of the errors will have been limited to a single letter/symbol. The vocabulary used and the structures employed will have been adequate for the conveyance of the intended meaning. The candidate may have attempted enhancement of given facts or even more ambitious structures, though not always successfully. The use of structures and vocabulary may be a little conservative, sometimes repetitive, though relatively accurate.	6-10
	About three-quarters of what is written will have been correctly spelled. There will have been clear evidence of an understanding of case, gender, tense/person even though lapses will be present. The candidate will have used a variety of vocabulary, and may have made sensible use of attributive adjectives, subordinate clauses, relative clauses, in a successful way. There may also be evidence of idiomatic language.	11-15
	Errors made will be confined to minor lapses. The candidate will have used a wide range of vocabulary to avoid repetition and will have added interest. The more difficult structures and idioms will have been successfully employed.	16-20

# Assessment

## Assessment summary

Paper 1 is externally assessed through an examination paper lasting 3 hours.

### Summary of table of assessment

<b>Paper 1</b>	<b>Paper code: 4MG0/01</b>
<ul style="list-style-type: none"><li>• This paper is assessed through a 3-hour examination paper set and marked by Edexcel.</li><li>• The total number of marks available is 100.</li><li>• The paper will be a question and answer booklet and all questions in the paper are compulsory.</li><li>• The paper will consist of three questions.</li><li>• Dictionaries must not be used in the examination.</li></ul>	

## Assessment Objectives and weightings

	<b>% in International GCSE</b>
AO1: understand contemporary written texts in Modern Greek and translate them into English.	40%
AO2: understand contemporary written texts in English and translate them into Modern Greek.	20%
AO3: communicate in continuous writing showing knowledge of and applying accurately the grammar and structures of Modern Greek prescribed in the specification.	40%
<b>TOTAL</b>	<b>100%</b>

# Entering your students for assessment

## Student entry

Details of how to enter students for this qualification can be found in Edexcel's *International Information Manual*, copies of which are sent to all active Edexcel centres. The information can also be found on Edexcel's international website.

## Combinations of entry

There are no forbidden combinations.

## Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, International GCSE, and Entry Level qualifications aims to enhance access to the qualifications for students with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website ([www.edexcel.com](http://www.edexcel.com)) for:

- the joint Council for Qualifications (JCQ) policy *Access Arrangements, Reasonable Adjustments and Special Considerations*
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements  
Edexcel  
One90 High Holborn  
London WC1V 7BH

## Assessing your students

The first assessment opportunity for Paper 1 will take place in the June 2011 series and in each following June series for the lifetime of the specification.

## Your student assessment opportunities

Paper	June 2011	June 2012	June 2013	June 2014
Paper 1	✓	✓	✓	✓

## **Awarding and reporting**

The grading, awarding and certification of this qualification will follow the processes outlined in the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The International GCSE qualification will be graded and certificated on an eight-grade scale from A\* to G.

Students whose level of achievement is below the minimum standard for Grade G will receive an unclassified U. Where unclassified is received it will not be recorded on the certificate.

The first certification opportunity for the Edexcel International GCSE in Modern Greek will be 2011.

Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.

## **Language of assessment**

Assessment materials contains questions written in English and Greek. Work submitted for examination must be produced in English or Greek, as required by the question.

## **Malpractice and plagiarism**

For up-to-date advice on malpractice and plagiarism, please refer to the JCQ's *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website [www.jcq.org.uk/](http://www.jcq.org.uk/)

## **Student recruitment**

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

## **Progression**

This qualification supports progression to:

- AS and Advanced GCE in Modern Greek
- further training or employment.

## Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at International GCSE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend, in practice, upon the extent to which the candidate has met the Assessment Objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

### Grade A

#### Translation

Candidates can:

- identify and transmit effectively virtually all the main points of the text
- recognise and transmit most points of detail in the text
- recognise and transmit most points of view, attitudes and emotions in the text
- demonstrate an ability to understand and transmit most sections containing inference in the text
- show an ability to understand and transmit effectively for the most part more complex lexis, structures and idioms in the text
- produce a largely coherent and accurate version of the original text into the relevant language.

#### Writing

Candidates can:

- narrate events and give and justify opinions effectively
- produce longer, more varied sentences using a wide range of lexis and structures with appropriate use of tense concepts/time referents
- produce spelling, grammar and syntax that is largely accurate
- produce a style that is nearly always fluent and appropriate to the purpose.

### Grade C

#### Translation

Candidates can:

- identify and transmit effectively some of the main points of the text, although they encounter problems with certain points of detail and more complex language
- demonstrate the ability to recognise and transmit attitudes and points of view with varying degrees of success
- recognise and transmit effectively some sections of the text containing idiom and inference, whilst experiencing some problems

- recognise and transmit effectively familiar language in unfamiliar contexts, whilst experiencing some problems
- produce a reasonable version of the original text, however with several sections not fully understood.

### **Writing**

Candidates can:

- narrate factual events with some success although they experience some difficulty with more abstract language
- express straightforward personal opinions, although they may not always be justified
- function effectively overall in main clauses, although there may not be many successful examples of subordination and/or more complex language
- deploy a range of vocabulary and structures that is generally appropriate, although somewhat restricted, with evidence of some problems with tense concept/time referents
- produce spelling, grammar and syntax that contains errors of varying degrees of seriousness, but communication is rarely impaired
- produce a style that is basic, however with occasional appropriate use of more unusual lexis and structures at times.

### **Grade F**

#### **Translation**

Candidates can:

- identify and transmit a limited number of points from the original texts, which are predominantly straightforward and concrete
- identify and transmit basic points of view with limited success
- produce some sections of coherent and straightforward transmission, although these may contain frequent errors of style and interpretation.

#### **Writing**

Candidates can:

- write in short sentences and/or phrases with little or no use of subordination
- narrate basic events with little or no attempt at personal opinions
- use a range of lexis and structures (simple sentences or phrases) that is very restricted, with frequent evidence of significant problems with tense concept and/or time referents
- produce spelling, grammar and syntax that contains frequent errors, some of a very basic nature, but the overall message communicates
- produce a style that is basic, with very little use of more complex structures and lexis with frequent errors.



# Support and training

## Edexcel support services

Edexcel has a wide range of support services to help you implement this qualification successfully.

**ResultsPlus** — ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit [www.edexcel.com/resultsplus](http://www.edexcel.com/resultsplus)

**Ask the Expert** — This free service puts teachers in direct contact with over 200 senior examiners, moderators and external verifiers who will respond to subject-specific queries about International GCSEs and other Edexcel qualifications.

You can contact our experts via email or by completing our online form. Go to [www.edexcel.com/ask](http://www.edexcel.com/ask) for [contact details](#).

**Examzone** — The Examzone site is aimed at students sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for students — many of which will also be of interest to parents — will be available in the near future. Links to this site can be found on the main homepage at [www.examzone.co.uk](http://www.examzone.co.uk).

## Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel. Full details can be obtained from our website: [www.edexcel.com](http://www.edexcel.com)

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visit [qualifications.pearson.com](http://qualifications.pearson.com)

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