



Examiners' Report Principal Examiner Feedback

Summer 2023

Pearson Edexcel International Advanced Level
In Greek (WGK01)
Paper 01: Understanding and Written Response

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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.

Question 1

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

However, a number of students did not manage to score full marks. The most common error concerned question 1(d), the correct answer to which is B, i.e. **στοργή**, which is understood from the phrase «αν και θα μου λείψει η **φροντίδα** από την οικογένειά μου».

Question 2

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

However, a number of students did not score full marks. The most common error concerned question 2(d), the correct answer to which is vii, i.e. **εθαρρύνουν τα παιδιά να μοιραστούν τις προσωπικές τους εμπειρίες**, which logically completes the sentence as it explains the importance of recreational activities.

Question 3

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

However, a small number of students did not score full marks. The most common error concerned question 3(e), the correct answer to which is C, i.e. **κατανοήσουμε**. From the context, it is understood that for Antigone it is important to understand that heat waves pose a threat to the environment and to our way of life.

Another common error in this question concerned question 3(g), the correct answer to which is B, i.e. **δυστυχώς**. From the context, it is understood that the threat posed by heat waves is an unfortunate reality.

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 person who encouraged Antonis with his athletic pursuit was his uncle. The following response gained full marks.

(a) Ποιος ενθάρρυνε τον Αντώνη να ασχοληθεί με τον στίβο;

(1)

Ο θείος του Αντώνη τον ενθάρρυνε να ασχοληθεί με τον στίβο

This response also gained full marks, although the second piece of information regarding Antonis's uncle having acted as coach in the past was not necessary.

(a) Ποιος ενθάρρυνε τον Αντώνη να ασχοληθεί με τον στίβο;

(1)

Ο θείος του, που ήταν παλιός προπονητής

Some students misread the source text and thus did not show clear understanding of it. The response below gained no marks as it mistakenly states that Antonis's uncle was also his coach in the past, which is not supported by the text.

(a) Ποιος ενθάρρυνε τον Αντώνη να ασχοληθεί με τον στίβο;

(1)

ο παλιός προπονητής του, ο θείος του

Question 4(b) was answered correctly by the majority of students, who conveyed the idea that the championship in Finland is aimed at young people/athletes from around the world, as indicated in the phrase «παγκόσμιο πρωτάθλημα νέων». The following response gained full marks as it provides two correct details.

(b) Σε ποιους απευθύνεται το πρωτάθλημα στη Φινλανδία; Δώσε δύο λεπτομέρειες.

(2)

Το πρωτάθλημα στη Φινλανδία απευθύνεται στους νέους από ολό τον κόσμο.

Students who did not include the international aspect of the championship in their response, such as in the following one, gained only 1 mark.

(b) Σε ποιους απευθύνεται το πρωτάθλημα στη Φινλανδία; Δώσε δύο λεπτομέρειες.

(2)

Στους νέους που ασχολούνται με το στίβο

Responses which referred to young people/athletes in terms of their age group were also accepted. The following response illustrates the phrase «παγκόσμιο πρωτάθλημα», quoted from the text, with an example of 19- year-olds from around the world. It thus gained full marks, although the last piece of information about Antonis winning the championship was not necessary.

(b) Σε ποιους απευθύνεται το πρωτάθλημα στη Φινλανδία; Δώσε δύο λεπτομέρειες.

(2)

Είναι παγκόσμιο πρωτάθλημα για δεκαεννιά χρονών στο στάδιο του κόσμου που το κέρδισε ο Αντώνης.

Some students, however, wrongly deduced from Antonis's own age that the championship is aimed at those aged 18 and over, which is not supported by the text. The following response gained 1 mark for the second detail.

(b) Σε ποιους απευθύνεται το πρωτάθλημα στη Φινλανδία; Δώσε δύο λεπτομέρειες.

(2)

Σε άτομα πάνω από το δεκάοχτώ (18) και άτομα που παίζουν ~~στα~~ ^{κανόν} στίβο για την χώρα τους επίσης πάνε σε παγκόσμιο πρωτάθλημα.

Question 4(c) was answered correctly by the majority of students, who provided an answer explaining that Antonis's plans are to continue training and/or improving his performance. The following response gained full marks.

(c) Τι σχέδια έχει ο Αντώνης μετά το χρυσό μετάλλιο;

(1)

Οτι πρέπει να κυνηγήσει τις επιδόσεις του και να μην
σταματήσει.

Question 4(d) was answered correctly by a good number of students, who gave two specific examples of how Nicholas's life changed after he quit basketball. The key word in answering this question is «άλλαξε» and the change in Nicholas's life should be inferred from the source text's description of his life while he was still playing basketball. The following response gained full marks as it provides two correct details.

(d) Πώς άλλαξε η ζωή του Νικόλα, όταν άφησε το μπάσκετ; Δώσε δύο λεπτομέρειες.

(2)

Όταν ο Νικόλας άφησε το μπάσκετ είχε
περισσότερο χρόνο να αφιερώσει στην εργασία του
σχολείου του και να ξεκουραστεί

Some students found this question challenging and either quoted from the text verbatim or gave responses which focused on Nicholas's life before he quit basketball, rather than provide specific examples of how his life changed afterwards. Thus, the following response gained no marks.

(d) Πώς άλλαξε η ζωή του Νικόλα, όταν άφησε το μπάσκετ; Δώσε δύο λεπτομέρειες.

(2)

Ο Νίκος δεν θα είχε χρόνο να ξεκουραστεί
με το σχολείο και το μπάσκετ. Επίσης δεν θα
είχε χρόνο να βρει με τους φίλους το λόγο
του μπάσκετ και του σχολείου.

Similarly, the response below gained no marks because it gives details of what Nicholas's life was like as a result of his schoolwork. However true these details may be in the context of the text, they do not address the question and are therefore incorrect.

(d) Πώς άλλαξε η ζωή του Νικόλα, όταν άφησε το μπάσκετ; Δώσε δύο λεπτομέρειες.

(2)

Ποιο του σχολείου δεν είχε χρόνο για ξεκούραση ούτε για
εξόφλη με τους φίλους του.

The following response shows partial understanding of the source text. The first detail of Nicholas prioritising his school commitments may be true in the context of the text but it only states the reason for which Nicholas quit basketball; it does not illustrate how his life changed as a result and therefore it is incorrect. The second detail of Nicholas having more time to relax is correct and thus the response gained 1 mark.

(d) Πώς άλλαξε η ζωή του Νικόλα, όταν άφησε το μπάσκετ; Δώσε δύο λεπτομέρειες.

(2)

~~πρεπει~~ ~~είχε~~ σε προτεραιότητα σε τις
σχολικές υποχρεώσεις και απέκτησε περισσότερο
χρόνο για να χαλαρώσει

Question 4(e) was answered correctly by the majority of students, who presented Nicholas's father's view that schools should devote more time to sports. The following response gained full marks.

(e) Σύμφωνα με τον πατέρα του Νικόλα, τι θα έπρεπε να κάνουν τα σχολεία;

(1)

θα έπρεπε να αφιερώνουν περισσότερο χρόνο στην
αθληση.

Responses which indicated that, in Nicholas's father's view, schools should not place so much emphasis on preparing students for entry to university were also accepted. The following response gained full marks.

(e) Σύμφωνα με τον πατέρα του Νικόλα, τι θα έπρεπε να κάνουν τα σχολεία;

(1)

οτι θα έπρεπε να δώσουν πιο λίγη έμφαση
έμφαση στο πως θα μπουν τα παιδιά στο πανεπιστήμιο

Question 4(f) was answered correctly by the majority of students, who gave two specific examples of what Ioulia gained from her experience with tennis.

The following response gained full marks as it mentions the opportunity for Ioulia to form friendships with other children and to share her enthusiasm for tennis with them. The response also shows sufficient manipulation of the source text.

(f) Τι κέρδισε η Ιουλία από την εμπειρία της από το τένις; Δώσε δύο λεπτομέρειες.

(2)

Κέρδισε την εμπειρία να δημιουργήσει
φιλίες με άλλα παιδιά και να ~~έχει~~ ^{κάνει} παρέα ^{με άτομα} που
μοιάζουν ίδιο ~~εθουσιαστές~~ εθουσιασμού για το
~~άθλημα~~ τένις.

Responses which indicated that Ioulia's experience with tennis gave her pleasure were also accepted. The following response provides three details, all of which are correct but only the first two are considered and therefore it gained full marks.

(f) Τι κέρδισε η Ιουλία από την εμπειρία της από το τένις; Δώσε δύο λεπτομέρειες.

(2)

Το τένις της πρόσφερε ευχαρίστηση, αλλά και την
ευκαιρία να δημιουργήσει φιλίες με άλλα παιδιά
που λάτρεις του τένις.

Some students gave responses which contained assumptions about what Ioulia gained from her experience that are not supported by the source text. The following response gained 1 mark for the second detail.

(f) Τι κέρδισε η Ιουλία από την εμπειρία της από το τένις; Δώσε δύο λεπτομέρειες.

(2)

Η Ιουλία κέρδισε περηφάνια από την εμπειρία της
από το τένις και επίσης κέρδισε και φιλίες από
το τένις.

The first detail, namely that Ioulia "κέρδισε περηφάνια", not only does it make no sense in Greek but is not stated in the source text either and is therefore incorrect.

Question 4(g) was answered correctly by a good number of students, who addressed the question by explaining that Ioulia gave up tennis because her father made her practise continually. The following response gained full marks.

(g) Με ποιον τρόπο η στάση του πατέρα της ανάγκασε την Ιουλία να εγκαταλείψει το τένις;

(1)

Την προωποούσε συνέχεια έτσι να δεν ~~υπ~~ αφηνούσε μαζά και έχασε
το ενδιαφέρον της- για το άθλημα.

Responses which did not include the idea of her father putting pressure on Ioulia to practise or making her practise excessively did not gain any marks. In the following response the fact that Ioulia's father decided to become her coach does not explain how his attitude caused Ioulia to give up tennis. Thus no mark was given.

(g) Με ποιον τρόπο η στάση του πατέρα της ανάγκασε την Ιουλία να εγκαταλείψει το τένις; (1)

αποφασίσει να αναλάβει ο ίδιος την προπόνηση της

Similarly, the response below states Ioulia's feeling of displeasure at not having any fun, but it does not address the question of how her father's attitude caused this feeling and led her to give up tennis. Thus, the response gained no marks.

(g) Με ποιον τρόπο η στάση του πατέρα της ανάγκασε την Ιουλία να εγκαταλείψει το τένις; (1)

Δεν διασκεύαζε πια

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. Με ποιον τρόπο η στάση του πατέρα της ανάγκασε την Ιουλία να εγκαταλείψει το τένις; (Ο πατέρας της, με τη στάση του, ανάγκασε την Ιουλία να εγκαταλείψει το τένις επειδή) Την προπονούσε συνέχεια.

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.

Some students found Questions 5(b), 5(c), 5(f) and 5(g) challenging.

Question 5(b) required changing the noun «σημασία» into the adjective «σημαντικό» in order to form the impersonal verb phrase «Είναι σημαντικό». The following response gained no marks as there was no manipulation of the word «σημασία», which resulted in a grammatically incorrect sentence.

(b) Σημασία έχει να μην σταματάς. (είναι)

(1)

Η σημασία είναι να μην σταματάς.

Question 5(c) required replacing the verb «φοιτούν» with the noun «φοίτηση» and either adding the feminine article «τη» in the accusative whilst keeping the plural form of the verb «αρχίσουν» or adding the feminine article «η» in the nominative but changing the plural verb «αρχίσουν» into the singular form «αρχίσει» so that there is agreement between verb and subject. The following responses gained no marks as lack of sufficient manipulation resulted in an ungrammatical structure or the meaning of the original sentence was changed.

(c) Πολλοί νέοι εγκαταλείπουν τον αθλητισμό, μόλις αρχίσουν να φοιτούν στο Λύκειο.
(φοίτηση) τους στο λυκειο

(1)

Πολλοι νεοι εγκαταλειπουν τον
αθλητισμο ^{στην} μόλις αρχιζουν φοιτηση
τους στο λυκειο.

(c) Πολλοί νέοι εγκαταλείπουν τον αθλητισμό, μόλις αρχίσουν να φοιτούν στο Λύκειο.
(φοίτηση)

(1)

Πολλοί νέοι εγκαταλείπουν τον αθλητισμό, μόλις γίνεται η φοίτησή τους στο Λύκειο.

(c) Πολλοί νέοι εγκαταλείπουν τον αθλητισμό, μόλις αρχίσουν να φοιτούν στο Λύκειο.
(φοίτηση)

(1)

Η φοίτηση στο Λύκειο αναγκάζει πολλούς νέους να εγκαταλείψουν τον αθλητισμό.

The following response gained no marks because, although grammatically correct, the word given in brackets «φοίτηση» was changed.

(c) Πολλοί νέοι εγκαταλείπουν τον αθλητισμό, μόλις αρχίσουν να φοιτούν στο Λύκειο.
(φοίτηση)

(1)

Πολλοί νέοι εγκαταλείπουν τον αθλητισμό με την έναρξη της φοίτησής τους στο Λύκειο.

Question 5(f) required the use of the genitive «της στάσης» after the adverb «λόγω». The following response gained no marks as it is grammatically incorrect.

(c) Πολλοί νέοι εγκαταλείπουν τον αθλητισμό, μόλις αρχίσουν να φοιτούν στο Λύκειο.
(φοίτηση)

(1)

Πολλοί νέοι εγκαταλείπουν τον αθλητισμό, μόλις γίνεται η φοίτησή τους στο Λύκειο.

Question 5(g) required replacing the verb «μοιραζόμασταν» with the verb «συνέδεε» and adding the personal pronoun «μας» at the front, whilst also changing the phrase «τον ίδιο ενθουσιασμό» from the accusative to the nominative «ο ίδιος ενθουσιασμός». The following response gained no marks as lack of sufficient manipulation and omission of key word «μας» resulted in an ungrammatical structure or.

(g) Μοιραζόμασταν τον ίδιο ενθουσιασμό για το άθλημα. (συνέδεε)

(1)

Συνέδεε τον ίδιο ενθουσιασμό για το άθλημα.

In the following two responses, the use of the personal pronoun in the third person plural «τους» instead of «μας» and the wrong position of the pronoun «το ίδιο» to refer to the noun «άθλημα» respectively changed the meaning of the original sentence and resulted in loss of mark.

(g) Μοιραζόμασταν τον ίδιο ενθουσιασμό για το άθλημα. (συνέδεε)

(1)

Τους ~~συνέδεε~~ συνέδεε ~~ο~~ ^ο ενθουσιασμός
για το άθλημα.

(g) Μοιραζόμασταν τον ίδιο ενθουσιασμό για το άθλημα. (συνέδεε)

(1)

Ο ενθουσιασμός μας για το ίδιο άθλημα μας συνέδεε

The response below gained no marks because the word given in brackets «συνέδεε» was changed into the word «συνδέδεε», which does not exist in Greek.

(g) Μοιραζόμασταν τον ίδιο ενθουσιασμό για το άθλημα. (συνέδεε)

(1)

Μα συνδέδεε ο ίδιος ενθουσιασμός για το άθλημα.

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

(h) Προπονούμουν συνέχεια. (έκανα)

(1)

έκανε συνέχεια προπόνηση.

(h) Προπονούμουν συνέχεια. (έκανα)

(1)

έκανα προπόνηση συνέχεια

(d) Οι σχολικές υποχρεώσεις αποκτούν προτεραιότητα. (δίνεται)

(1)

Η προτεραιότητα δίνεται στις
σχολικές υποχρεώσεις

(g) Μοιραζόμασταν τον ίδιο ενθουσιασμό για το άθλημα. (συνέδεε)

(1)

Μα συνέδεε ο ίδιος ενθουσιασμός για
τα αθλήματα

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 at the end 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 both verbs 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(d), i.e. **κατάγετε**, in question 6(e), i.e. **σκέφτηκαι** or **σκέφτικε**, in question 6(f), i.e. **αίκανα**, in question 6(g), i.e. **υποβρύχοιες**, or in question 6(h), i.e. **γοητευτικόν**
- Another common error was writing the verb in the wrong person or tense as in question 6(b), i.e. **ερεύνησε**, instead of the correct form **ερευνά**. The use of the past **ερεύνησε** places the film's purpose, i.e. to look at the effect of pollution on sea life, in the past and implies this is no longer achieved. Other such errors can be traced in question 6(f), i.e. **έκαναν**, instead of the correct form **έκανα**. This is a direct quote from the film director, who refers to activities he himself was engaged in. In question 6(j) the form **αποτελεί** or **αποτελούσε** was used instead of the correct form **αποτελούσαν**. The verb refers to the plural «τόνους απορριμμάτων» and describes an event that took place in the past, at the time witnessed by the film director, but not necessarily in the present
- A small number of students changed the given word, as in question 6(c), i.e. **εκτατομένης**, or in question 6(g), i.e. **υποβρυχιακές**, which resulted in a word that does not exist in Greek and therefore in the loss of mark
- 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 assessment 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 Technology and communication.

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.

There were instances where students made statements or expressed ideas without providing any illustration or justification. A number of responses included an enumeration of activities that the students engaged in when using the internet without evaluating their significance or drawing any conclusions. On occasion, responses read more like an assemblage of separate discussions of the bullet points without an attempt to link them in a logical and effective sequence.

Some students under-developed a bullet point, more so point 2 or 4, or expanded excessively on one bullet point, mainly point 3, often repeating ideas that were discussed in other bullet points. This resulted in an imbalanced essay with some bullet points not being developed adequately or with the inclusion of irrelevant and/or repetitive information and vocabulary.

(i) The following response earned 27 marks. This answer is entirely coherent and purposeful with no digression. The organisation of material is effective and ideas are expressed in a logical sequence. However, the development of the bullet points is not always balanced but this does not affect the overall impression of a confident piece. The student 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.

Αναμφισβητητα, η χρήση του διαδικτύου έχει πολλαπλασιάσει τα ερευνητικά χροιά. Το διαδίκτυο πρόσφέρει σε όλους μας ευχάριστα πράγματα όπως τη διασκέδαση ή την ενασχόληση με τα ενδιαφέροντά μας. Σίγουρα, όμως δεν μπορούμε να αμφισβητήσουμε πως μπορεί να έχει καταστροφικές συνέπειες, όπως δείχνουν και οι κριτικές.

Για εμένα το διαδίκτυο αποφέρει ένα ευχάριστο περιβάλλον και είναι πολύ σημαντικό. Μου επιτρέπει

να έχω περισσότερη πρόσβαση στις αγαπημένες μου ταινίες, και που με ευχαριστώ αφάνταστα. Ακόμη, ~~μου επιτρέπει~~ να ~~χρησιμοποιώ~~ μέσω του διαδικτύου είχα την ευκαιρία να γνωρίσω και να επικοινωνήσω με ανθρώπους από άλλες χώρες που μοιράζονται τις ίδιες απόψεις. Έτσι, μπόρεσα να μοιραστώ πολλές φορές τη γνώμη μου και να εκφραστή γνώμια. Οι γονείς μου είναι ~~αφάνταστα~~ ικανοποιημένοι με την ενασχόλησή μου με το διαδίκτυο. Αυτό είναι αποσπασματικό στο γεγονός ότι μου έμαθαν να περιορίσω την ώρα μου στο διαδίκτυο.

Πιστεύω πως το διαδίκτυο είναι ιδιαίτερα βοηθητικό στα μαθήματα του σχολείου. Αρχικά ~~επιτρέπει~~ βοηθά τους μαθητές στις ψυχές τους ήδη την αμέσως επόμενη για πληροφορίες. Πλέον οι μαθητές μπορούν να βρουν πληροφορίες σε πολύ λίγο χρόνο και δεν πρέπει να σπάσουν αμέσως ώρες στη βιβλιοθήκη ~~για~~ να βρουν αυτό που ψάχνουν. Τέλος, μέσω του διαδικτύου, οι μαθητές μπορούν να βρουν πιο διασκεδαστικούς τρόπους να μάθουν μέσω παιχνιδιών ή ~~via~~ βίντεο.

Προσωπικά, συμφωνώ απόλυτα με τη κριτική ενάντια στο διαδικτυό. Το διαδικτυό είναι ένα επικίνδυνο εργαλείο και αν δεν χρησιμοποιείται σωστά, μπορεί να έχει καταστροφικές επιπτώσεις. Πολλοί άνθρωποι παθαίνουν εξάρτηση από το διαδικτυό με αποτέλεσμα να περνούν

υπερβολικές ώρες μπροστά από μια οθόνη. Αυτό τους οδηγεί στο να παραμελούν τη σημαντική τους υγεία, να μη γυμνάζονται και να μην στένουν σωστά, έτσι κινδυνεύουν να ~~παθουν~~ παχυσαρκία. Επιπρόσθετα, σε σοβαρές περιπτώσεις απομονώνονται κοινωνικά και αποστασιοποιούνται ακόμη και από τους πιο στενούς τους φίλους, κάτι που μπορεί να οδηγήσει στη κατάθλιψη, μία σοβαρή ασθένεια. Έτσι, είναι απόλυτα κατανοητό ~~να~~ να υπάρχει τόσο αυστηρή κριτική κατά του διαδικτυού.

Η χρήση του διαδικτυού έχει τη δυνατότητα να είναι απίστευτα ευχάριστη, όταν γίνεται με σωστό φρόνο και με όραση. Δυστυχώς όμως, πολλοί άνθρωποι περνούν τον χρόνο να χρησιμοποιούν το διαδικτυό γάτας. Η μητη μου ερώτηση είναι πως στο μέλλον, θα υπάρξουμε να απαγορεύουμε το διαδικτυό χίρις γάτα

Examiner Comments

Following a brief introduction that states the importance of the internet in the modern world and the impact it has had, both positive and negative, the student explains the significant role the internet plays in their own life, using concrete examples and offering evaluations; for instance, when explaining that communication with others via the internet presents an opportunity to express or share views. The discussion of the second bullet point, regarding the parents' attitude to the student's engagement with the internet, is however underdeveloped as the student could have expanded by presenting the parents' own view on the usefulness of the internet or by offering a reason for their wishing to moderate its use. The student next moves on to discuss the role of technology in education by giving a variety of concrete examples and offering evaluations; for instance, when stating that information about schoolwork can be retrieved on the internet in very little time. The student finally moves on to the last bullet point, regarding criticism of the internet, which they discuss in rather great detail, offering their own

view and supporting it successfully with convincing arguments and concrete examples. Then 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 24 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 student has employed a wide 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.

Σε αυτές τις εποχές το διαδίκτυο είναι το πιο σημαντικό εργαλείο να
χρησιμοποιήσουμε και να βοηθήσουμε τα παιδιά. Επίσης μπορούμε να επικοινωνή-
σουμε με άτομα που ζουν εξωτικά.

Για αυτό, το διαδίκτυο είναι πολύ σημαντικό άξιο. Με το
διαδίκτυο μπορούμε να έχουμε πληροφορίες για τα παιδιά
του και να επικοινωνήσουμε με τους γονείς τους. Επίσης,
μπορούμε να επικοινωνήσουμε με φίλους και συμμαθητές που
είναι μακριά.

Οι γονείς του, βλέποντας αυτά που εννοούν, τους το
διαδίκτυο, αλλά βοηθούν τους γονείς με τον τρόπο που
τους βοηθάει και τους βοηθάει να το
χρησιμοποιήσουν. Επίσης, μπορούμε να έχουμε πληροφορίες
για τους γονείς τους και επίσης είναι σημαντικό
συνεχώς να ενημερωθούμε.

Examiner Comments

The student starts with a brief introduction, stating the importance of the internet nowadays and its positive impact. They then proceed to explain the significant role that the internet plays in their own life using concrete examples, which however are of limited scope. The student could have expanded on the idea that the internet can broaden their knowledge by giving an example of how the internet helped them learn more about a specific topic of interest. There is also some repetition of ideas presented in the introduction. The second bullet point, regarding the parents' attitude to the student's engagement with the internet, is discussed in general terms. No explanation is provided for the parents' advice for a moderate use of the internet nor is there any illustration of how the internet facilitates life. The student next moves on to discuss the role of technology in education, first by making a general comment about addiction, which contains some ambiguity and lacks justification. However, the student successfully supports their view that technology can help with schoolwork by giving a convincing reason. The student then links this idea to the last bullet point, regarding criticism of the internet, providing examples of who would be more likely to be critical and offering an explanation for this. However, the student's agreement with critics of the internet that we shouldn't spend much time on it is not fully developed or justified. The student rounds off the essay with a short conclusion that reiterates the main idea.

Content and communication: 11 marks

Quality of language: 13 marks

(iii) The following response earned 19 marks. The overall purpose is clear and there is evidence of ideas following a logical sequence. However, the discussion of ideas in one paragraph does not always lead naturally to the next and there is significant repetition and generalisation. The student has employed a satisfactory range of vocabulary and grammatical structures that are sometimes used appropriately to address the needs of the task, with lapses in grammatical and lexical control.

Πιστεύω ότι το διαδίκτυο είναι
ένα πολύ χρήσιμο εργαλείο που
μας έχει διευκολύνει την καθημερινότητα
ανα πάσης μεγάλης ποσότητας, μας
βοηθάει με το να αρθροκείν και
να οργάνων δεδομένα καλύτερα
από ότι θα μπορούσε κάποιος με
παραδοσιακούς τρόπους, και επίσης
βοηθάει, με το να μας δίνει μέσο
επικοινωνίας με άτομα από άλλο του
κόσμο.

Επικοινωνίας με άτομα από όλο τον κόσμο.

Για μένα το διαδικτυακό είναι αρκετά σημαντικό γιατί με βοηθάει με το να κρατάω επαφή με φίλους μου που μένουν σε άλλες χώρες, να ξέρω τι γίνεται στο κόσμο και να μπορώ να ξεφύγω την πραγματικότητα και να περάσω καλά παίζοντας ηλεκτρονικά παιχνίδια στο διαδικτυακό.

Η Δυστηχός όμως οι γονείς μου δεν μπράζουν την ίδια άποψη με εμένα όσο αφορά την χρήση / σημαντικότητα

για το πως και πόσο χρησιμοποιώ το διαδικτυακό, έχουν την άποψη ότι σπαταλώ πολύ χρόνο της ημέρας μου στο διαδικτυακό κάνοντας πράγματα που δεν μου προσφέρουν τίποτα χρήσιμο, πιστεύουνε ότι θα μου έκανε καλό το να μην είμαι ~~α~~ τόσες ώρες μπροστά από μια οθόνη.

Μπράζω την άποψη με πολλά ~~α~~ παιδιά της ηλικίας μου ότι η τεχνολογία / το διαδικτυακό βοηθάει με το σχολείο,

Διότι έχουμε πολλές πληροφορίες και
απόψεις που μπορούμε να διαβάσουμε
ενορι δίσταση δεν μπορούνε να
προσφέρουνε άλλες γνώμες παρα αυτές που
έχουν. Απο την άλλη η ύπαρξη η άποψη
οτι μας κάνει ζωντανούς να έχουμε
όλες της πληροφορίες μπροστά μας.

Παρά ολλα αυτά νομίζω η κριτική είναι
στο διαδίκτιο δεν είναι κακής λόγο,
ηλεκτρονική χρήση μπορεί να αποξείωση
καταθλιψη και κα άσχημα συνήθεια. Αλλα

με ~~το~~ ~~το~~ ~~το~~ σωστή χρήση και όρεξη
είναι ένα ~~καλό~~ εργαλείο το διαδίκτιο
που μπορεί να σου προσφέρει πολλά
πλεονεκτήματα.

Examiner Comments

The student starts with an extensive introduction, stating the importance of the interest in the modern world and enumerating its positive effects. They then proceed to explain the significant role that the internet plays in their life with concrete examples. However, there is some repetition of ideas presented in the introduction and also some ambiguity in the reference to escaping reality. It is unclear whether this is an example in its own right but is left undeveloped or whether it is linked to playing games on the internet. The student also could have expanded on the idea that the internet can keep them informed of what is happening in the world; for instance, by citing sources of information they use. The second bullet point, regarding the parents' attitude to the student's engagement with the internet is discussed in some detail but it remains repetitive and provides no explanation or illustration of the negative effect of the excessive use of the internet. The student next moves on to discuss the role of technology in education by giving a concrete example and by attempting to present a balanced view on the issue, citing both sides. However, the claim that the accessibility offered by the internet leads to laziness lacks explanation. The student finally moves on to the last bullet point, regarding criticism of the internet, but the discussion contains ambiguities and is not fully developed or justified. The student also seems to have merged discussion of the last bullet point with a concluding statement.

Content and communication: 10 marks

Quality of language: 9 marks

Examiner Tips

- *Remember to develop all bullet points purposefully and to sequence ideas in a logical manner.*
- *Develop all bullet points equally. An overdeveloped 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 use paragraphs appropriately.*

Paper Summary

- Based on their performance on this paper, student sought 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

Grade boundaries for this, and all other papers, can be found on the website on this [link](#).

