

Examiners' ReportPrincipal Examiner Feedback

Summer 2017

Pearson Edexcel International Advanced Subsidiary In Greek (WGK01) Unit 1: Understanding and Written Response



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General Remarks

This is the first paper of the new International A Level Greek specification. The duration of the exam is 2 hours 30 minutes. The paper carries 80 marks. The majority of students completed the paper successfully. They responded to the different sections of the paper showing good language skills and familiarity with the specification.

Section A: Reading

Students are required to convey 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. Students are required to provide a mix of non-verbal and Greek-language responses. A maximum of 30 marks is available in accordance with an assessment-specific mark scheme.

Section B: Grammar

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.

Section C: Writing

Students are required to write a 240-280 word essay, in Greek, in response to a short Greek-language stimulus and related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Greek language produced. The question carries 15 marks for Content and 15 marks for Language. Total 30 marks.

There are no options: all questions must be answered.

Successful students:

- gave clear, concise and to the point answers to guestion 4
- handled Greek language well, showing a high degree of competence and awareness of lexis and grammatical structures in questions 5 and 6
- adhered to the word limit and developed equally all four bullet points in question 7.

Less successful students:

 did not always pay proper attention to the wording of the questions in question 4 or read the source text closely enough, so they did not give direct and correct answers, nor did they adequately manipulate the language. This caused them to lose marks

- did not handle grammatical structures well in questions 5 and 6, and changed the meaning of a sentence by adding or omitting words, or they misspelt verb endings or they systematically omitted stress marks
- over-expanded one of the bullet points in question 7, in most cases bullet point 1 or bullet point 3, at the expense of the other bullet points, or went well over the word limit and lost points for repetition or irrelevance
- did not show good control of basic language in question 7 and systematically omitted stress marks or misspelt some high frequency words such as endings of articles and nouns or adjectives or verb endings such as -ει/-η, i.e. υπάρχη ρύπανση or -εσαι/-εσε, i.e. κάθεσε στο αυτοκίνητο.

Section A: Reading

Question 1

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

However, a small number of students did not manage to score full marks. The most common error was question 1(e), with students selecting incorrectly answer D, i.e. τακτικά, rather than answer C, i.e. νωρίς, which lies in the phrase τα παιδιά από μικρή ηλικία να μάθουν τις συνέπειες του αλκοόλ.

Question 2

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 errors were question 2(a), which should have been matched with (vi), and question 2(e), which proved the most challenging and should have been matched with (v).

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 number of students did not manage to score full marks. The most common errors were question 3(a), in which the words πρόοδος/ κατεύθυνση, and 3(j), in which the words λ ειτουργία/ υπηρεσία, proved rather challenging for weaker students.

Question 4

Question 4 elicited some responses that showed a high degree of reading comprehension skills. Students proved able to demonstrate their comprehension of the text, in varied language, which conveyed the essential details.

Question 4(a): A good number of students answered this question correctly. Successful students supplied two details that clearly conveyed the notion that a teenager gains independence as well as the opportunity to discover the world around him through friendship.

Some students lost marks for supplying only one detail. Some others ignored the question, which required an answer in the nominative case and just lifted from the text: **Βοηθάει στην ανάπτυξη της ανεξαρτησίας τους**. This hindered meaningful communication and rendered their response irrelevant. (The question asks **Πώς κερδίζει ἐνας ἐφηβος**. The answer needs the subject Ἑνας ἐφηβος κερδίζει or Η φιλία βοηθάει ἐναν ἐφηβο.)

This is an example of a correct answer because it shows evidence of language manipulation, which renders it pertinent to the question, and it provides the two details required.

1		
	(a) Πώς κερδίζει ένας έφηβος από τη φιλία; Δώσε δύο λεπτομέρειες.	
Management of the last	(2)
PERMITTER	Avattiblear n avegapensia TOU	4.6
MATERIAL		
OWNERS OF TAXABLE PARTY.	Arabajútice Tor Kormo gúpon tou	

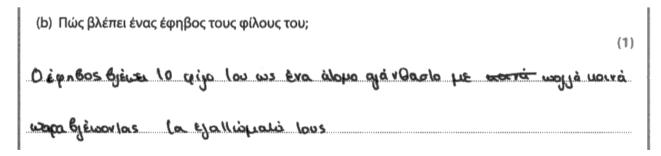
This answer is incorrect because it is too general and there is no evidence from the text that friends help teenagers **with their problems** or have any effect on one's dignity. No marks are gained.

(a) Πώς κερδίζει ένας έφηβος από τη φιλία; Δώσε δύο λεπτομέρειες.
O. Elembor uspaisour audo Unr chijia achoù or chijor
Con lair lors écontais pe la apolympala lors agoi
or coijor pas nalajabour. Ewions auzärele n azvoulpiede
Fas

Question 4(b): Most students answered this question correctly. Successful students gave responses that conveyed the notion that a teenager does not perceive their friends' shortcomings or that he/she sees them as being ideal friends.

Some students lost marks by confusing the idea of an ideal or perfect friend with that of being suitable or the best: ο κατάλληλος or ο καλύτερος.

This is an example of a correct answer, which gives the right detail about the teenager perceiving his friend as infallible and overlooking his shortcomings.



This answer is incorrect because the first detail it gives about dignity is not mentioned in the text.

CHARLES OF STREET	(b) Πώς βλέπει ένας έφηβος τους φίλους του;	(1)
The second second second	O EGABOS BAENEL TOUS GIAOUS TOB MORE a310 Appendia Hal Jev	
A STATE OF THE PARTY OF THE PAR	evastrupisour The Karin Tous Meupa, nou Tous Havel va voy isour ofi eira	L

Question 4(c): A substantial number of students answered this question incorrectly and gave vague answers that failed to draw upon the detail that a teenager feels more comfortable talking to friends **than to** parents or that a teenager feels that a friend can show more understanding **compared to** parents.

This is an example of a correct answer, which explains that a teenager's friends show better understanding compared to parents.

(c) Γιατί ένας έφηβο	ος δεν λέει τα πάν	τα στους γονείς του;		
			(1)
0	Eynbos	Ser néel ca	nàra œas yoreis œ	
	***************************************	0,	7	
y aci	oc qizo	(CO) \$ CO	or kazgjabirour περισσόζε	ро

This answer is incorrect because the text does not lend support to the claim that teenagers prefer to talk to their friends because they do not **trust** their parents as much.

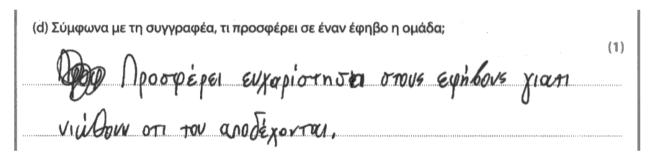
	(c) Γιατί ένας έφηβος δεν λέει τα πάντα στους γονείς του;	(1)
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-	càra va più zous con contrecion van eòos òos reus giras zous	******

This	answer	is inc	correct	: becau	ıse it	does	not	speci	fy frie	nds	as t	he	people	who	can
unde	erstand	a tee	nager	better	than	his p	arer	its or	other	adu	lts.				

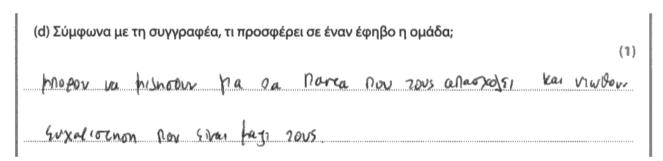
The second second	(c) Γιατί ένας έφηβος δεν λέει τα πάντα στους γονείς του;
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	and the yards non offer EMIMS.

Question 4(d): A substantial number of students answered this question incorrectly, as they confused the feeling of acceptance a teenager gains from being part of a group with the pleasure they derive from spending time with their friends. Some students provided responses that are not supported by the text, i.e. η ομάδα προσφέρει σιγουριά or ανακούφιση or αυτοπεποίθηση.

This is an example of an acceptable answer because it links the notion of pleasure to that of acceptance by the group and presents the former as a consequence of the latter.



This answer is incorrect because its phrasing causes ambiguity as to who the people who can talk about everything are and the text does not support such a reading.



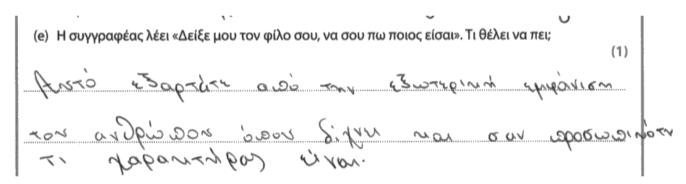
Question 4(e): A good number of students answered this question correctly. Successful students gave responses that conveyed the notion that one's choice of friends reveals a lot about one's personality or that we choose friends that we have a lot in common with in terms of character.

Some students lost marks by giving responses that drew on similarities between friends in terms of outer appearance or on the idea of friends sharing common goals or future plans.

This is an example of a correct answer, which explains that friends have similar traits, and therefore you can tell about someone's personality by meeting one's friends.

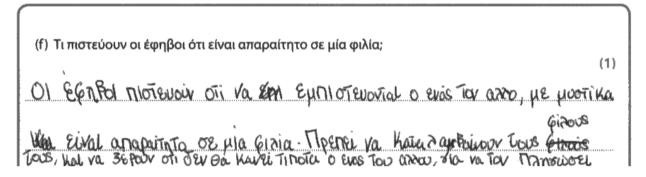
	(4)
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έχουν τα ίδια χαρακτηριστηκά χιαυτό το να του δείξης της 4ίλο σου ο άλλο	HΕ
το να του δείξης του θίλο σου ο άλλο Καταλαβένει το χαρακτήρα σου	5

This answer is incorrect because it is not clear what depends on one's outer appearance and it also makes the claim that one's personality is revealed in their appearance, which the text does not support.

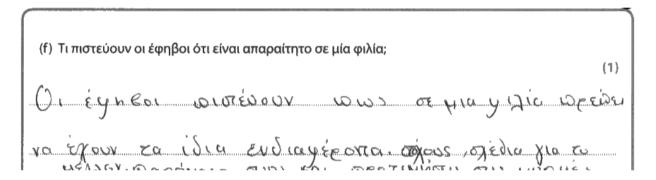


Question 4(f): The majority answered this question correctly. Successful students gave responses that conveyed the notion that teenagers regard trust as most important in a friendship.

This is an example of a correct answer because it mentions trust as the first detail. This student's response contains more details than is required by the question, the second of which is irrelevant, and thus could have lost marks if the order in which the details appear was reversed.



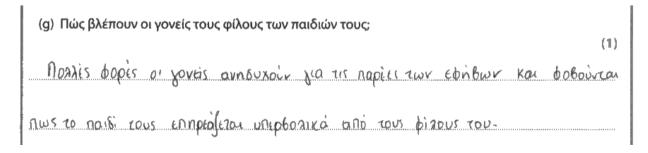
This response is incorrect because it provides a list of wrong details that do not answer the question according to the text.



Question 4(g): A good number of students answered this question correctly. Successful students gave responses which conveyed the notion that parents view their children's friends in a negative light, i.e. $\mu\epsilon$ av $\eta\sigma\nu\chi$ ia or $\mu\epsilon$ καχυποψία.

Some students lost marks by giving vague responses, which failed to identify their children's friends as having a negative influence on them.

This is an example of a correct answer that is pertinent and relevant to the question because it mentions the fact that parents worry about their children's friends because they are afraid that the friends influence their children too much.



This	answer	is incorrect	because	it contains	a gra	ammatical	inaccuracy	that
impe	des con	nmunicatior	١.					

(g) Πώς βλέπουν οι γονείς τους φίλους των παιδιών τους;	(1)
Tous gienou ous anneuxianna	

This answer is incorrect because it fails to mention that the influence of friends on their children is **negative**.

(g) Πώς βλέπουν οι γ	ονείς τους	φίλους τα	υν παιδιών το	υς;		443
Bjisen	бЦ	70	Saidi	TENS	egupeascrai	audi (1)
Tus Gijas	700				4(1111)	

Question 4(h): A good number of students answered this question correctly. Successful students gave responses that conveyed the notion of parents showing patience and understanding towards their children.

Some students lost marks by providing responses which are not supported by the text, i.e. όταν υπάρχει διάλογος, or which draw upon a consequence of the parents' positive behaviour rather than the behaviour itself, i.e. όταν υπάρχει εμπιστοσύνη.

This is an example of a correct answer that is pertinent and relevant to the question because the first explanation it provides is that parents show positive behaviour when they accept their children's friends, which implies lack of negative criticism.

(ħ) Σύμφωνα με τη συγγραφέα, πότε είναι η συμπεριφορά των γονιών θετική;	(1)
Eva Oslivi ilan a jarcis Esperan las vijos las vardicis los	
was Elevour occupation Assu wolfings va converta work à los ses	*****

This answer is incorrect because both details mentioned about parents gaining their children's trust and building up their confidence are the consequences of the parents' positive behaviour rather than the positive behaviour itself.

(a) Πώς κερδίζει ένας έφηβος από τη φιλία; Δώσε δύο λεπτομέρειες.	
(2)	1
O Epobos pica aro pia ugia própu na ousociou que oixu cons	
zon onoagogie te zous vigous zou. Inivers and file verie on	
icpobar avarajinzon zon idato gipo eaus.	

This answer is incorrect because it fails to specify who the subject of $\dot{\epsilon}\chi\epsilon_{\rm l}$ is. This renders the response irrelevant to the question, which requires when the behaviour of the **parents** is positive.

(a) Πώς κερδίζει ένας έφηβος από τη φιλία; Δώσε δύο λεπτομέρειες.	
(2	2)
O. Elembor uspsizour audo Unr chija acquir or chijor	
Con lair lors éconbais je la apolitiqualà lors apoi	
or coijor pas nalajäbour. Ewiens auzärele n azvoulpie	la
Fes	

Question 4(i): Most students answered this question correctly. Successful students gave responses that conveyed the notion of parents trying to exercise excessive control or severe criticism.

This is an example of a correct answer, which is pertinent and relevant to the question because the first explanation provided is that parents show negative behaviour when they are not patient.

(d) Σύμφωνα με τη συγγραφέα, τι προσφέρει σε έναν έφηβο η ομάδα;	
	(1)
βροφέρει ευχαρίστησει στους εφήδους χιαπ	
VIUBOUN OTI TOU anodéxorrau.	h-ph

This answer is incorrect because it only mentions the cause of the parents' negative behaviour rather than the negative behaviour itself.

(d) Σύμφωνα με τη συγγραφέα, τι προσφέρει σε έναν έφηβο η ομάδα;

(1)

Μια βοήθεια για lo wws να ανλιμελοθήσει

λα ωροβη ήμαλά Lov

Examiners' Tips

Read the question carefully and address it directly.

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, i.e. Πώς κερδίζει ένας έφηβος...; (Ο έφηβος) Γίνεται ανεξάρτητος.

Manipulate language rather than lift whole phrases or sentences from the text so as to show comprehension of the text and also to suit the answer.

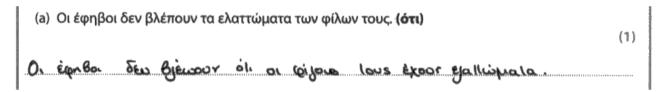
Question 5

Students handled this question well. Many answers demonstrated a high degree of competence and a very good ability to manipulate grammatical structures effectively, which enabled them to achieve the maximum marks possible for this question.

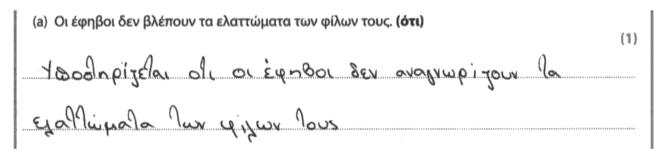
However, a number of students did not manage to score full marks. The most common grammatical errors were the systematic omission or wrong use of the stress mark, the misspelling of the ending of the word that was required to be manipulated or changing the meaning of the sentence by adding or omitting words or changing the word order in a way that changed the nuance of the sentence.

Question 5(a): Most students answered this question correctly. Successful students used on introduce a secondary sentence dependent on $\beta\lambda$ into the nominative or $\beta\lambda$ and adding the verb exouv.

This is an example of a correct answer.



This answer is incorrect because it adds information that is not contained in the original sentence, i.e. υποστηρίζεται, αναγνωρίζουν.

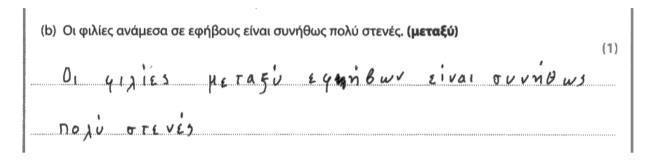


This answer is incorrect because it changes the meaning of the original sentence by shifting the focus from friends to friendship.

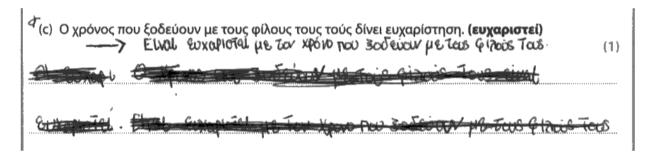
	(a) Οι έφηβοι δεν βλέπουν τα ελαττώματα των φίλων τους. (ότι)						
	Or Eques Der Brenoux àcr pra diria neprèxer						
The second second	tou Exarcipata.						

Question 5(b): Most students answered this question correctly. Successful students replaced ανάσεμα σε with μεταξύ and changed the plural accusative εφήβους into the plural genitive (των) εφήβων. Students, who omitted either συνήθως or πολύ, lost the mark because their omission resulted a change in the meaning of the original sentence.

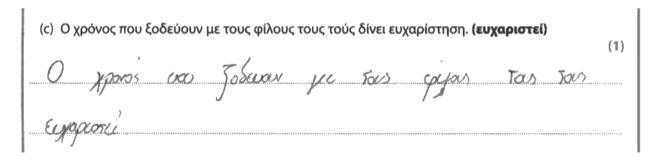
This is an example of a correct answer.



This answer is incorrect because it left $\epsilon \phi \dot{\eta} \beta o u \zeta$ unchanged.



This is an example of a correct answer. The answer is accepted as correct because the omission of the stress mark on the second roug does not cause any ambiguity.

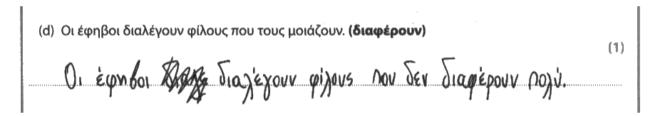


This answer is incorrect because it adds information that is not contained in the original sentence, i.e. το γεγονός ότι.

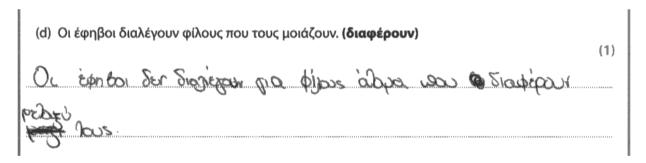
(c) Ο χρόνος που ξοδεύουν με τους φίλους τους τούς δίνει ευχαρίστηση. (ευχαριστεί)	(1)
DAPONES PRELICENTARIOS EL CONSTRUS	*******
EUXOPIOTEL. Tous EUXapietel To geravas oti pipa xeòvo us tous 4120	v vs

Question 5(d): A good number of students answered this question correctly. Successful students turned the original sentence into a negative one, replacing τους μοιάζουν with διαφέρουν από αυτούς. The correct answer is Οι έφηβοι διαλέγουν φίλους που δεν διαφέρουν από αυτούς.

This answer is incorrect because it does not specify who the friends differ from.



This answer is incorrect because it suggests that the friends differ from one another rather than from the teenagers who choose them.

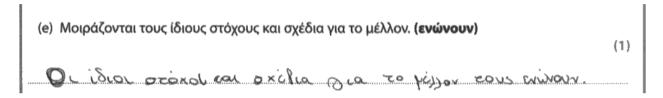


Question 5(e): The question was answered well by the majority. Successful students turned the original passive sentence into an active one by changing the plural accusative τους ίδιους στόχους και σχέδια into the plural nominative οι ίδιοι στόχοι και σχέδια and replacing the verb μοιράζονται with ενώνουν preceded by the personal pronoun τους.

This	is ar	ı example	e of a	correct	answer	. The	answer	is a	ccepted	as	correct	because
the	word	κοινοί is	simila	ar in me	eaning to	οιδί α	l.					

The same of the sa	(e) Μοιράζονται τους ίδιους στόχους και σχέδια για το μέλλον. (ενώνουν)
	Τους και ενωνουν οι κοινοί στόχοι και σχείδια και
	το μέχλον.

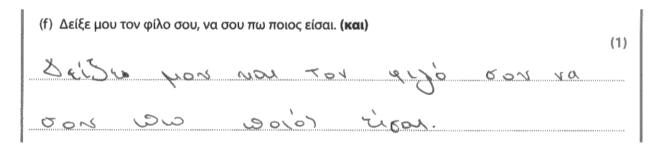
This answer is incorrect because the omission of the stress mark on τους causes ambiguity as to whether the pronoun belongs with μέλλον or ενώνουν.



This answer is incorrect because it makes wrong use of the verb ενώνουν.

Question 5(f): Most students answered this question correctly. Successful students used the conjunction κa_1 to link the two parts of the original sentence, replacing at the same time the subjunctive va σou $n\omega$ with the future θa σou $n\omega$.

This is an example of a correct answer.

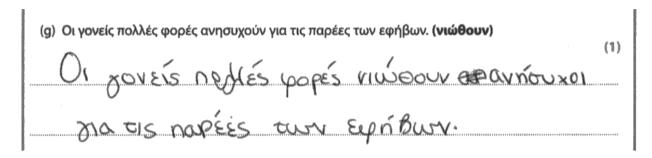


This answer is incorrect because the position of κa_1 before τo_2 $\phi i \lambda o_3$ ϕo_4 changes the meaning of the original sentence.

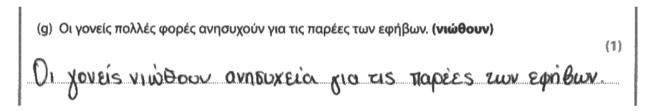
The second second	(f) Δείξε μου τον φίλο σου, να σου πω ποιος είσαι. (και)	(1)
	Acite pou con pino oou man on on nous ciran	

Question 5(g): A good number of students answered this question correctly. Successful students replaced the verb $\alpha = 0$ 0 with either the noun $\alpha = 0$ 0 or the plural adjective $\alpha = 0$ 0, which both derive from it, and positioned it after the verb $\alpha = 0$ 0 students who omitted $\alpha = 0$ 0 for the mark because their omission resulted a change in the meaning of the original sentence.

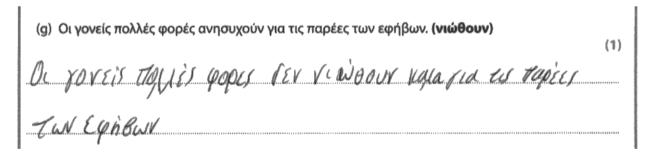
This is an example of a correct answer.



This answer is incorrect because of the misspelling of the ending of the noun aνησυχεία, which is a grammatical error, as well as the omission of πολλές φορές, which changes the meaning of the original sentence.



This answer is incorrect because the use of $\delta\epsilon v$ $vi\dot{\omega}\theta ouv$ $\kappa a\lambda \dot{a}$ does not mean the same as the original sentence.



Question 5(h): A substantial number of students answered this question incorrectly by using the wrong pronoun, which caused ambiguity in the meaning of the original sentence, or failed to convey the meaning of unepβoλικά by replacing it with πολὑ. Successful students turned the original passive sentence into an active one, changing the plural accusative τους φίλους του into the plural nominative οι φίλοι του.

This is an example of a correct answer. The answer is accepted as correct despite the omission of the possessive pronoun in or $\phi i \lambda or i \tau ou$, which does not change the original meaning.
(h) Φοβούνται ότι το παιδί τους επηρεάζεται υπερβολικά από τους φίλους του. (επηρεάζουν)
Ochovivia une orditor en ubeafour notebolicai co
waide rous.
This answer is incorrect because of the wrong use of the personal pronoun ToV, which is a grammatical error.
(h) Φοβούνται ότι το παιδί τους επηρεάζεται υπερβολικά από τους φίλους του. (επηρεάζουν)
I obovane on or grov on musion our con comprisper
casp Copina
This answer is incorrect because of the wrong use of verb tense, i.e. θα το επηρεάζουν, which is a grammatical error.
(h) Φοβούνται ότι το παιδί τους επηρεάζεται υπερβολικά από τους φίλους του. (επηρεάζουν)
Pobourai 021 20 Maios 2005 Qa 20 grapsajour upep Boji ka 07
Gijai 20v
Question 5(i): The question was answered well by the majority. Successful students replaced the verb μπορούν with έχουν followed by the given word δυνατότητα in the accusative. An alternative correct answer was to replace the verb μπορούν with the impersonal phrase υπάρχει δυνατότητα.
This is an example of a correct answer.
(i) Μπορούν να βοηθήσουν. (δυνατότητα)
Έχουν την δυνατότητα να βοηθήσουν

This answer is incorrect because it implies agency, which is absent from the original sentence.

(i) Μπορούν να βοηθήσουν. (δυνατότητα)	(1)
Tous Sivilar pr Suvationura va Bondirour.	

Question 5(j): Most students answered this question correctly. Successful students turned the original active sentence into a passive one, changing the singular accusative noun την εμπιστοσύνη τinto the singular nominative η εμπιστοσύνη. The correct answer is Έτσι κερδίζεται η εμπιστοσύνη του.

This answer is incorrect because of the omission of the possessive pronoun TOU, which changes the original meaning by failing to specify whose trust is gained.

(j) Έτσι κερδίζουν την εμπιστοσύνη του. (κερδίζεται)	rah
Έτσι κερδίβεται η εμπιστοσύνη.	(1)

Question 6

Students handled this question very well. Many answers demonstrated a high degree of competence and a very good ability to manipulate grammatical structures effectively, which enabled them to achieve the maximum marks possible for this question.

However, a number of students did not manage to score full marks. The most common grammatical error made was the omission or wrong use of the stress mark, which impeded communication, as in question 6(g), i.e. ενδιαφέροταν. Other common errors were misspelling verb endings in question 6(a), i.e. βοηθίσεις, in question 6(c), i.e. ξεκίνισαν, in question 6(f), συνεργάζοντε, or adding words to the text in question 6(g), i.e. **που** ενδιαφέρεται.

Question 7

The majority of students fulfilled the requirements of question 7, by addressing all the bullet points and giving wholly relevant, convincing and well developed answers. They used accurate, varied, and appropriate language. Most students gave very successful and engaging answers. The majority found the topic close to their world of experience.

A small number of students expanded unnecessarily on one bullet point, in most cases bullet point 1 or bullet point 2, and either referred to the remaining bullet points in a cursory manner or went over the word limit in order to cover all four bullet points. As a result, some of the responses were deemed either incomplete or containing irrelevance.

Those students who ignored the word limit, lost valuable marks as one bullet point was out of the word limit. That gave them a maximum of 10 marks for content and a maximum of 10 marks for language.

Content: This answer is entirely coherent and purposeful. (14 marks)

Language: This answer shows very good control of language and a very good level of accuracy. (14 marks)

H hexaloùnojn êxel kai njeorekenhaca ajjà kai
perorekznjuata zns. Marger d H pegapovnojn eirar Scayopeakin ano en enapria.
1
Prapyour apkeca ny eorekenhaca ocar Jess
orn pergyoùngyn ira ano auca eira òcc
ant hetalonolu nujblon, woookoheja kar
yappakéia za cuyòr neprocacikò. Enions oenr

unappour racaccipaca once us po εσθέρω μερικές ώρες and cor εμευθερο μου poiro. Enions as orne Vefapoingin unappeur ngyoi ximpor xia pryzazujia onou epeis ocreoc μπορούμε πα επισκειμούμε έισι ιίσοε να αποθείσε Ψυχαχωχηθούμε. And our allow plenty of the proof kar neglia προδμήματα στης μεγαμούησης Για εμέτα το μεραμυτερο npóblinha cos curis con heralacinal o eirac nxopinaron, & energin ochr ngin unapyour apkera συτοκίπτα, αμού το μεγαχύτερο μέρος Kòospau Ja eira o e pefajouniojes. Ta pièra eira to μεγαρότερο 🗫 πρόδρημα , γταεί μου αρέσει π # Zwin othe Enappia Eirac Erregius Scayopecikin Sznr Enappia. Ser unappur nojja autokimas unapper njopunaron, Enemparoeca. Ser unappour of roookopeia fra cyror eneixor nepcotartko,

αναγκάζεσαι να nas στη μεγαμαίτομη για ra opeis roσοκομείο. Biens & Egropootes δει unappour jupou yykajuzias kai eknaibevons, ber unaprour apketoi μώροι γετικά για ra Για παράδειγμα επιθυ γρόποι Επιώρρε όκαι 8 θες ja ra nepaiseus zor genbepo oou γα παρακρχουθήσεις ha onantia he con ataunhero ou abatongioni i φαχουδίτερια δει σου δίτεται η ευκαιρία ouridus or diannor epazoudiacés épportar acis μεχαγουπόρεις και όρι σας επαργίες. Kaca enr gruyn hou n cwin oan regazoù εύκομι and on Jun contenappia Fée [c'aucò cor jòjo 71 poerhin La freta de perajounojn écon 🕰 wace ra godeów con pe cis vijes pou ayoù oc μου reprosocepes too gizes four of the tayoungless.

Examiners' Comments

The student starts with a short introduction, stating that a big city has both advantages and disadvantages and clarifying that it is different from the country.

The student explains what the advantages of life in a big city are, giving concrete examples, and talks about what they consider to be the most important disadvantage, justifying their opinion. They then explain the ways in which life in the country is different, giving concrete examples, before presenting their own preference and providing concrete reasons for this. Then they give a short conclusion.

The student has been awarded 14 marks for content as there is some repetition of ideas presented in the negative in their discussion of bullet point 3.

Language is fluent and varied and so near top marks are given for language.

Examiners' Tips

Remember to develop all bullet points equally.

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

Do not exceed the word limit.

This is an example of a mid-range answer.

Content: The answer is purposeful with no digression and most ideas developed in a logical sequence although there may be some ambiguity. (10 marks)

Language: There is good range of vocabulary with occasional lapses in grammatical and lexical control. (12 marks)

to on / Evagiu	Erapera (30)
2-14-60 Hr 10-64-66 Hrs executor	;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;;
Signega, pe Inraviolus, Insamoropias man lor ano	r lyaens
Luc Eas a los mountes controlas, moyor anoqueisona	.XQ
helaceopoir and to yethe meoroglar his emooxias as he	Lofnering Land
drothere are ny pro vacotodor are helalooneles en	in combatel
Lua va Ewan Swi.	
Di perajou mojes évor moji aprolicia, opus mojioi la ana	Losor acco

la ujecreulitada la unegruair. Toida, lo una vição ujecreila pa cira eremonderer mon goranour to as the helalogholu. Komas hmoder in vor Beer gording nor he alighe the latter by Lo otapo tou, to waste pro journes upprison was to Bee uapièra. Eàr man in jates umprour àper euron euronoiss. Enjons, όχιο ωμεστέντημο Ιων μεραμουρόμεως είναι η ευσεία επιτοχά Δο ασίηρι ωπίων wow unsignour fra low years affer was fra detra frequiteens requies. Tra waga bergua, withogo a real processor va wieur lar wares organ la alopa merajuleons recuios muopous enupra va opour limous owns mageliperes o'una prodocur va ca Britant agri han cola l'opera ason peròpor la benerious. Anóma or réa prospor va moire obstisantalo podro, sa mosour διάρορα αβρίμα α α ην ωση ά αφώ ενώρχους εγναλασιάσεις αμά να to ubsour whoma. Aulo object do enouses esporteulapa mas freguesinoyas όωου άλομα μενώ ο υόσμος μωάρει το βρει λα ωάνλο ενώ χρειά ξελου. Αφού our helalonniler nonoton a moli naturalmenta he ameno a torque wood o'v lung, or unlowed be libres wigh purpour to be on y il ELEIBUILLOST. HE LEZINO ELLOYIA. Ada Eira Lioro REPLUÓ avo LA withorenin hada mos metalojurojus. To vigo marrinina, mon deupis

Ex autilian, n Zwi o'nt was exis was woji hagoeliui awi onpoulué upignha eira n anuontia was emergates as helatoonofter agos modern sylves doubles in the la pepla, eccupativias é as xãos otro voir en xueis and roven, ligas or relationships you to be sold to Er auti Germ, a Swin alm Ewapyia avai dia appelluin and Invériora Sun ohr wojn. Towia, alar ewagica o vocuos eima auso paverapières ausò Int novovolun island Jun has wojns. Ela emmodei hespia na Boying olar Emapria door a morpe a andorpo pos Emois pos 600 tos Maga lou ale, a wagnas sitau awa ma menamenas ocua lar caaja, o usaapose aus Saphora, apoù ar unilar un der e Saploù ron arun ajpous e la ungin jea padnie, boylea var alla wpoistea. Fint emopria ambopor mapager à aulois pasaiseles que va cospaires un des appoises pupis ra ixe siugn jon. Auipa, othe Ewopxia uniper uguispo enivero Swas agoi a wages si rar was word on gion. Agoi wages jusalen évición, ourecois unapper una jusalen successor pinanon | ου ωερικόμονιος. Της στάρμας des Τα ωαρακώνω σημεία ωεριχρόσουν

Εόν είχα la Inr δια μορό Ινα ωόμης με Ινν εκπορεία.

Show σε ένα ακώ ια δία καθα θάμονια

κωταρικία πρού θα ερχόμους ωιο μονιοί με Ιννιρόση, θα κίμανων

ακεξαρίνιος μαι ωνο εμεύειερος. θα βασιδόμους σας εσικό μον μα Ιο

ως δωμαι ότι σε έμμους. Θα είχα μια κομύθερη δωή.

Examiners' Comments

The student starts with a short introduction, claiming that economic advancement and the demands of daily life lead to urbanization but without evidencing this statement in their essay.

The student explains what the advantages of life in a big city are, giving concrete examples, although this bullet point is expanded unnecessarily at the expense of bullet point 2, which is not adequately developed, is too general and lacks clarity.

The student then discusses life in the country but makes a series of claims that are not always successfully supported or linked, such as the quality of life in the country being better because one is closer to nature. The student presents their own preference but provides no concrete reasons for this.

The conclusion is missing.

The student has been awarded 10 marks for content, as the answer is purposeful and mostly coherent while there is occasional ambiguity.

Language is good with successful attempts to use a variety of lexis and structure. However, there are inaccuracies that hinder communication.

Examiners' Tips

Avoid general answers and vague statements.

Remember to sequence ideas in a logical manner and support them with concrete examples.

This is an example of a less successful answer.

Content: The task is understood and some points are satisfactorily developed. (9 marks)

Language: Basic language is satisfactory. (7 marks)

Αλλήστος. Το να τείς το μια μεχαρούπορη, υπαρχουν πρεσνεπτήματα.

Ενα πρεσνέντημα είναι στι στη μεχαρούπορη υπάρχου περισσότερες θέσης θεργασίας. Υπάρχουν περισσότερες δισμηχανίες, μαι μαπαστήματα που θου έχουν εθησός ανοιντές θέσης εργασίας μαι είναι απαρέτιτο χια δου τους νεους να εργασίας αναμπίσουν μου μια φουρεία ετσι θο εργασύν το διμό τους ιστόδημα.

αχρος Ετσι περιστότερος πόσμος θα επιμέζη την μεχαζούπομη αντί ms epapxia. Enions, ena appo njeoventnja elval oti como στη μεγαχούποχη, υπάρχει πιο αναπτυχμένει συχνιπονία, μαν έτσι 60 E/NOI 110 EUNOJÓ 100 VO MARGENTANION NE 110 XDEJOPO NOI ME morapia promo jijotepo omoropino novotos onus elvar ta jeogopia μαι τα μετρό. Ένα άρχος χόχος είναι οτι στη μεχαρούπορη, unappour representa an névro anagrytis nas biaonidaons dons sival о миниато графоз, та верега упрета на венорина не игра. Με αυτο του τρόπο, οι άνθρωποι σον στη μεταζούπόμη πο ostes again not the angulation of the angulation τον ελεύθερο τους χρόνο Όμως το μεχαχώτερο πρόβητμα της juns στη μεχαμούπομη είναι ότι χελιαρχανουνασσασσας υράρχη ρύπανονη. Η υπερβομηνή παραχοχεί διοξίδιου του άνθραπα απο του των μεχαλο αριθμό αντοκινήτων και βιομηχανιών που υπάρχει μεχαρονπόρης, bájn σε κινόρος την jun των ματοίκων ayou to a cepas xivetai and stand arbn xinvos xia

TOUS HATH MOUS,

Hywn son epapxia sinal Diagopetinh and The nogh agou, myona Maranaga gagasegge gy npiéra n'eja go jyérépes hórpos. H horraria Elnar prinpórepo nar o hórpos tépas ο ένας τον άρχον. Υπάρχει μια πιο φιμική σχέτει μεταξή τους. Υπάρχη λιχοτερη υχορήπανση άφου λιχότερα αυτοκινηπα ναι χεοφορία ηπηροφορούν και χενικά υπάρχη μια πιο ήσηχη gin. Opus n enappea der sival or aventuzuern onus Την πόρη άφου νηάρχου βιχότερο ματαστήματα μαι ερχοσπέσια eron jizotepes dévers epparia elvar Tradérnues. 1000 Ajja οι ηλείστοι εργάσονται με γεοργοί και ατηνοτροφοί. επίσης, η εράρχια υπαρχει περισσοτερο πράσινο Napa oth noph, appar son source rema sopy etus ba propers να αποράνυσει που ποι δάστοι. Apuronina, la sport reorition de va jivou orn enappia γιάτι σου η ζών είναι Λιο ήρεμη ναι αποχανστηνή. Δεν vnapxa n parapia m nai n propor prinavan nov éxel n

nójn. Etn enapyia da penópeis va limioupynons no otéves pijies

pe tous xupianoùs hai etoi da vimbeis nio ozonjapopievos. Da

penopeis va anojaŭoti tav quoù noi va nagnepynotis tov limo

tou nino.

Examiners' Comments

The student starts with a short introduction, stating that a big city has both advantages and disadvantages.

The student explains what the advantages of life in a big city are, giving some concrete examples, but there is lack of clarity in the development of some ideas and statements made are not always successfully supported, such as people in a big city feeling more satisfied.

The student talks about what they consider to be the most important disadvantage of life in a big city, justifying their opinion.

They then explain ways in which life in the country is different, giving some concrete examples, but there is repetition of ideas presented in the negative, such as the country being less developed or there are being fewer jobs offered. There are also some general statements made which are unsupported, such as the majority of people in the country working as farmers or in animal husbandry.

The student finally presents their own preference providing some concrete reasons but this bullet point is not as developed as the others with some unsupported statements made.

The conclusion is missing.

The student has been awarded 9 marks for content as the overall purpose is clear and the answer is sometimes coherent while there is ambiguity.

Language is satisfactory with an attempt to use a variety of lexis and structure. However, there are inaccuracies which hinder communication.

Examiners' Tips

Avoid general answers and vague statements.

Remember to support ideas with concrete examples and to provide convincing explanations.

Paper Summary

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

- 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 of personal experience
- Show evidence of producing your own language
- Adhere to word order in English when it comes to translation
- Address all bullet points equally in question 7
- Do not exceed the word limit
- Avoid spelling errors in endings, by learning a few rules
- Do not forget to put the stress marks on words that need a stress mark.

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