



Pearson
Edexcel

Examiner's Report

Principal Examiner Feedback

Summer 2018

Pearson Edexcel International Advanced Subsidiary
In Greek (WGK01) Paper 1
Understanding and Written response

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General Remarks

The majority of candidates completed the paper successfully. They responded to the different sections of the paper showing good language skills and familiarity with the specification. The duration of the exam is 2 hours 30 minutes. The paper carries 80 marks.

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 candidates:

- Gave clear, concise and to the point answers to question 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 equally in question 7.

Less successful candidates:

- Did not always pay proper attention to the wording of the questions in question 4 or read the source text closely, so they did not give direct and correct answers, nor did they adequately manipulate the language but rather copied whole phrases from the source text verbatim. 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 such as **-ήσει**, i.e. δημιουργήσει or **-ονται**, i.e. σέβοντε, 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 2, at the expense of the other bullet points, or discussed bullet point 1 in general terms rather than in terms of what applies at their own school, 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
 - (i) they systematically omitted stress marks or used them inconsistently
 - (ii) they misspelt endings of articles and nouns or adjectives, i.e. **της** δυνατότητες, σε όλα τα **μέροι** της υγείας μας, **δημοφιλής** αθλητές
 - (iii) they misspelt high frequency verb endings, i.e. **μπορή** να είναι, **δεν είμουν**, **καθώμαστε**, να **διαλέξουμαι**, **ασχολούντε**

Section A: Reading

Question 1

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

However, a number of candidates did not manage to score full marks. The most common error concerned question 1(a), the correct answer to which is D, i.e. εισιτήριο, which is understood from the phrase «χρησιμοποιώντας **μία μόνο κάρτα**. Πρόκειται για μία **κάρτα πολλαπλών διαδρομών**».

Another, although less frequent, error in this question concerned question 1(e), the correct answer to which is B, i.e. τα πόδια, which is understood from the phrase «να διαθέσεις λίγο χρόνο **για περπάτημα** και να πάρεις μια γεύση από την πόλη».

Question 2

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

However, a number of candidates did not manage to score full marks. The most common error concerned question 2(b), which should be matched with (i). From the context, it is understood that the subject of 3rd person plural verb **χρησιμοποιούν** is πολλοί γονείς, as implied from question 2(a). Therefore, the only conceptually correct answer is that they use food as a reward for their children's behaviour, i.e. «**το φαγητό** ως ανταμοιβή για τη συμπεριφορά τους».

Question 3

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

However, a number of candidates did not manage to score full marks. The most common error concerned question 3(f), the correct answer to which is B, i.e. **αφορούσε**. From the context, it is understood that Jason's work experience concerned, i.e. **αφορούσε**, tasks such as picking up rubbish.

Another common error in this question concerned question 3(e), the correct answer to which is A, i.e. **γνώσεις**. From the context, it is understood that Jason's work experience helped him acquire practical knowledge, i.e. **πρακτικές γνώσεις**.

Another fairly common error in this question concerned question 3(b), the correct answer to which is B, i.e. **απασχόληση**. From the context, it is understood that some young people prefer part-time occupation, i.e. **μερική απασχόληση**.

A less common error in this question concerned question 3(a), the correct answer to which is D, i.e. **συνδυάζουν**. From the context, it is understood that some young people prefer to combine, i.e. **να συνδυάζουν**, their free time with part-time occupation.

Question 4

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

Question 4(a) was answered correctly by the majority of students, who wrote either **Δεν αγοράζει δίσκους** or **Χρησιμοποιεί το διαδίκτυο για να κατεβάσει τραγούδια** or **Ακούει τραγούδια στο κινητό του**.

Question 4(b) was answered correctly by the majority of students, who wrote **Όταν τα παιδιά τους δεν κάνουν τις εργασίες του σχολείου** or provided an answer which focused on children neglecting their school work. The key phrase in the source text is **δεν συγκεντρώνονται**.

Those students who only wrote **Όταν ακούνε μουσική συνέχεια** did not gain any marks because, according to the text, listening to music on its own is not what worries the parents.

Question 4(c) was answered correctly by the majority of students, who gave two details showing what music offers to a young person. Correct answers included any two of the following ideas: music improves the mood, music provides entertainment, music is a means of expressing thoughts or feelings.

Those students who supplied only one detail or copied whole phrases from the source text without any attempt to manipulate the language did not gain any marks.

Question 4(d) was answered correctly by the majority of students, who wrote **ο γρήγορος ρυθμός τους** or provided an answer which focused on the rhythm of the foreign songs.

Question 4(e) was answered correctly by the majority of students, who wrote **Γιατί δεν την καταλαβαίνει** or **Γιατί καταλαβαίνει τα ελληνικά τραγούδια καλύτερα από τα ξένα** or provided an answer which focused on the difficulty of understanding

a foreign song or on the fact that they understand Greek songs better than foreign ones.

Question 4(f) was answered correctly by a good number of students, who gave two details writing that **Ένας νέος μιμείται τη συμπεριφορά και την εμφάνιση του αγαπημένου του καλλιτέχνη** or provided an answer which included the idea that a young person adopts the behaviour and appearance of their favourite singer or that a young person changes their own behaviour and appearance to match that of their favourite singer.

Those students who did not include in their answer the idea of **μιμείται** or wrote **Ταυτίζεται με τη μουσική του αγαπημένου του καλλιτέχνη** did not gain any marks, as this does not explain how they show their admiration for a singer.

Question 4(g) was answered correctly by almost all students, who wrote **Άλλοι τρεις**. The key word in the source text is **τετραμελούς συγκροτήματος**, i.e. a four-member band.

Question 4(h) was answered correctly by a good number of students. Correct answers mentioned that what distinguishes a hip hop singer is the fact that he does not follow fashion or is not a victim of fashion, i.e. **Δεν ακολουθεί τη μόδα** or **Δεν είναι θύμα της μόδας**. The key word in the question is **ξεχωρίζει**.

Those students who only wrote **Ένα στίλ που ταιριάζει με τη μουσική του** did not gain any marks because, according to the source text, this is not the distinguishing feature.

This is an example of a successful response because it shows evidence of comprehension of the text and communication is effective. The student gives answers which are concise and to the point and there is also evidence of sufficient language manipulation. The answer gained 9 marks.

Insert Item: WGK01_01_Q04

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Examiners' Comments

4(a) gives the correct detail of the different way in which a young person listens to music today.

4(b) gives the correct reason for parents worrying.

4(c) gives two correct details of what music offers to a young person and shows evidence of sufficient language manipulation. For the first detail, the student has changed the plural verb **χορεύουν** into the singular **χορεύει**. For the second detail, the student has introduced **τους νέους** as the subject of **να νιώθουν** and has also changed the phrase **όταν έχουν προβλήματα** into **αν έχουν κάποιο πρόβλημα**.

4(d) gives the correct reason for a young person listening to foreign music.

4(e) gives the correct reason for a young person not listening to foreign music. The syntactic mistake **τα καταλαβαίνει** does not impede communication and the student has gets 1 mark.

This is an example of a less successful response in which communication is sometimes impeded or whole phrases may be copied from the text with no attempt at language manipulation. Those answers which gained marks show evidence of comprehension of the text and of effective communication. They are concise and to the point and there is also evidence of sufficient language manipulation. The answer gained 7 marks.

Insert Item: WGK01_01_Q04

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Examiners' Comments

4(a) gives the correct detail of the different way in which a young person listens to music today.

4(b) causes confusion as the use of the pronoun in **τον αφήνει** impedes communication: it is difficult to understand who the object is and it seems to be different from the subject of **συγκεντρωθούν**.

4(c) gives only one acceptable detail of what music offers to a young person, i.e. **Τους βοηθά να νιώθουν καλύτερα όταν έχουν προβλήματα**, which shows evidence of sufficient language manipulation by changing **τους κάνει** into **τους βοηθά**. For the second detail, i.e. **μέσα από τη μουσική προσπαθούν να εξηγήσουν τις σκέψεις τους**, the student has copied the phrase from the source text without attempting to manipulate it. The final detail in the student's answer, i.e. **να εκφράσουν τα συναισθήματά τους**, is a third detail, which, although correct and with evidence of manipulation, cannot be considered as the question asks for two details.

4(d) gives the correct reason for a young person listening to foreign music.

4(e) gives the correct reason for a young person not listening to foreign music.

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 to avoid confusion, i.e. Πότε ανησυχούν οι γονείς...; (Οι

Question 5

Candidates 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 candidates did not manage to score full marks. The most common grammatical errors were the systematic omission or wrong use of the stress mark, changing the meaning of the sentence by adding or omitting words, changing the word order in a way that changed the meaning of the sentence, or changing the word given in brackets.

Question 5(a): Successful responses linked the verb **δείχνουν** with the phrase **πάθος για τη μουσική** as its object or used **ότι** to introduce a secondary sentence, i.e. **ασχολούνται με τη μουσική με πάθος**, which becomes dependent on **δείχνουν**. Responses which linked the verb **δείχνουν** with the noun **πάθος** as its object and used **όταν** to introduce a secondary sentence, i.e. **ασχολούνται με τη μουσική**, were also accepted.

Question 5(b): Successful responses replaced the adverb **θετικά** with the phrase **με θετικό τρόπο**. Students who changed the given word **τρόπο** into the nominative **τρόπος** or replaced the noun **την ενασχόληση** with **τον τρόπο ενασχόλησης** lost a mark. In the case of the latter, this resulted in a change in the meaning of the original sentence.

Question 5(c): Successful responses replaced the verb phrase **είναι στενά δεμένη** with **συνδέεται στενά**. Students who omitted **στενά** lost a mark because the omission changes the meaning of the original sentence.

Question 5(d): Successful responses replaced the verb **προσπαθούν** with the verb phrase **κάνουν προσπάθεια** or **γίνεται προσπάθεια**. Students who used the verb **βρίσκεται** or **είναι** instead of **κάνουν** or **γίνεται** lost a mark because these verbs do not show process and therefore the meaning of the original sentence changes.

Question 5(e): Successful responses replaced **έχει σχέση με** with **εξαρτάται από τον**.

Question 5(f): Successful responses used **που** to introduce a secondary sentence, i.e. **απευθύνονται σε όλους** or **είναι ιδιαίτερα δημοφιλή** and positioned it after **είδη**. Students who omitted the pronoun **ορισμένα** or the adverb **ιδιαίτερα** or positioned the secondary sentence with **που** wrongly, lost a mark either because the omission changed the meaning of the original sentence or because positioning the secondary sentence wrongly resulted in a syntactic error.

Question 5(g): Successful responses replaced the verb **είναι** with the verb **περιλαμβάνει** and changed the nominative noun **ο ήχος** into the accusative **τον ήχο**.

Question 5(h): Successful responses turned the original active sentence into a passive one by replacing the verb phrase **τους επηρεάζει** with **επηρεάζονται** and changing the nominative noun **η μουσική** into the prepositional phrase **από τη μουσική**. Students who omitted either the pronoun **αρκετοί** or the verb **παραδέχονται** or the adverb **σημαντικά** lost a mark because the omission changed the meaning of the original sentence.

Question 5(i): A substantial number of candidates answered this question incorrectly by positioning the conjunction **τόσο** in the middle of the sentence rather than at the beginning before either **η συμπεριφορά** or alternatively before **η εμφάνιση**. Successful responses also replaced the conjunction **αλλά** with **όσο**. Responses which kept **αλλά** but positioned **τόσο** correctly were also accepted.

Question 5(j): A substantial number of candidates answered this question incorrectly. Successful responses replaced the verb phrase **είναι μέλος** with the verb **συμμετέχει** and changed the genitive noun phrase **ενός τετραμελούς συγκροτήματος** into the accusative prepositional phrase **σε ένα τετραμελές συγκρότημα**. Students who changed the position of the verb **εξηγεί** in the sentence lost a mark because the change resulted either in a change in the meaning of the original sentence or a syntactic error.

This is an example of a successful response which shows correct manipulation of grammatical and syntactic structures. The answer gained 10 marks.

Insert Item: WGK01_01_Q04

Examiners' Comments

5(a) gives an answer which both links the verb **δείχνουν** with the phrase **πάθος** as its object and uses **όταν** to introduce a secondary sentence, i.e. **οι νέοι ασχολούνται με τη μουσική**, in a way that does not change the meaning of the original sentence. Therefore, it merits a mark.

5(b) gives the correct answer.

5(c) gives the correct answer.

5(d) gives the correct answer. The addition of the feminine article **η** before the noun **προσπάθεια** does not change the meaning of the original sentence. The use of the noun phrase **εξήγησης των σκέψεών τους** instead of **να εξηγήσουν τις σκέψεις τους** is also an acceptable structure.

5(e) gives the correct answer.

5(f) gives the correct answer.

This is an example of a less successful response. The answer gained 5 marks.



Insert Item: WGK01_01_Q04

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Examiners' Comments

5(a) merits no mark because the answer is grammatically and semantically incorrect.

5(b) merits no mark because the answer has changed the meaning of the original sentence by shifting the focus on the way that young people deal with music rather than the way parents see the preoccupation with music.

5(c) gives the correct answer.

5(d) gives the correct answer.

5(e) gives the correct answer. The use of **ένας νέος** instead of **ο κάθε νέος** does not change the meaning of the original sentence.

5(f) gives the correct answer. The addition of **Υπάρχουν και** at the beginning of the sentence, together with (i) linking the phrases **απευθύνονται σε όλους** and **είναι ιδιαίτερα δημοφιλή** with **και**, and (ii) introducing both with **που**, is an acceptable structure.

5(g) merits no mark because, although the structure used is correct, half the words have no stress mark

Question 6

Students handled this question very well. The majority of 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.

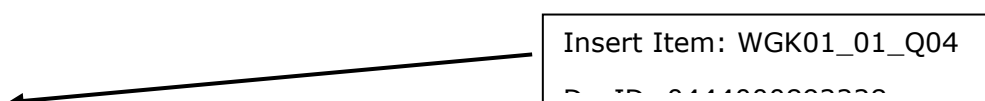
However, a number of students did not manage to score full marks.

- The most common grammatical error made was the omission or wrong use of the stress mark, especially on a diphthong, as in question 6(a), i.e. **εμπιστεύεται**
- Other common errors were misspelling verb endings in question 6(a), i.e. **εμπιστεύετε**, in question 6(b), i.e. **δημιουργίσει**, in question 6(e), i.e. **παρακολουθίσουν**
- Another error was using the wrong verb ending in question 6(f), i.e. **λειτουργά** or in question 6(d), i.e. **επιθυμά**
- A number of students seem to be placing a dot over the Greek letter –ι, which, according to the conventions of the Greek accentuation system, is not an accepted grammatical practice.

This is an example of a successful response which shows correct use of all grammatical structures. The answer gained 10 marks.



This is an example of a less successful response. The answer gained 4 marks.



Examiners' Comments

6(a) merits no mark because the verb is in the wrong person and number. From the context, it is understood that the text refers to the school in the third person singular. Therefore, the correct structure is **εμπιστεύεται**.

6(b) gives the correct answer.

6(c) gives the correct answer. The structure **επιλέξουνε** is informal but it is accepted as correct in standard Greek.

6(d) merits no mark because the stress mark is omitted.

6(e) merits no mark because the structure **παρακολουθάνε** is not accepted as correct in standard Greek. The correct structure is **παρακολουθούν** or **παρακολουθούνε**.

6(f) gives the correct answer.

6(g) merits no mark because the verb is in the wrong person. From the context, it is understood that the text refers to the students at this school in the third person. Therefore, the correct structure is **σέβονται**.

Question 7

The majority of students fulfilled the requirements of question 7, by addressing all the bullet points and giving relevant, convincing and well developed answers. They used accurate, varied and appropriate language. Most candidates gave very successful and engaging answers.

The majority of students found the topic close to their world of experience.

Less successful 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 Communication.

A number of students misread bullet point 1, which asked **Τι ρόλο παίζει ο αθλητισμός στο σχολείο σου**, and, rather than discussing the role that sports play at their own school, they talked about the role of sports in the educational system of their country or the importance of sports for individuals. This did not allow them to earn marks from the highest band.

(i) This is an example of a successful response.

Content: This answer is entirely coherent and purposeful. The development of all bullet points is balanced and the piece is confident with no digression. (14 marks)

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

Insert Item: WGK01_01_Q04



Examiners' Comments

The student starts with a short introduction, stating that, despite the fact that sports have many positive aspects, a lot of young people lead a sedentary life.

The student first explains what an important role sports play at their own school, giving specific examples to illustrate their point. They then explain the positive aspects of sports, justifying their opinion either by giving a concrete example or by citing a positive effect. Their discussion of the negative aspects of sports is equally balanced and convincingly argued, with the student justifying their opinion with concrete examples.

Finally, the student talks about their own personal experience with sports and explains the reason for their choice of sport. However, they could have included in their discussion of this bullet point what they have gained from their chosen sport.

Then the student gives a short conclusion.

The student has been awarded 14 marks for Content and Communication as the answer is entirely coherent and purposeful with no digression or ambiguity. The development of all bullet points is balanced and ideas are

(ii) This is another example of a very good response.

Content: This answer is entirely coherent and purposeful. The development of all bullet points is balanced and the piece is confident with no digression. (14 marks)

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

Insert Item: WGK01_01_Q04



Examiners' Comments

The student starts with a short introduction, stating that a lot of young people lead a sedentary life and providing a personal reason why sports are important.

The student first explains the role that sports play at their own school, giving specific examples to illustrate their point. They then explain the positive aspects of sports, justifying their opinion either by giving a concrete example or by citing a positive effect and making a personal comment. However, the students could have given a reason why they think that sports have a positive effect on someone's disposition.

The student's discussion of the negative aspects of sports is equally balanced and convincingly argued, with the student justifying their opinion with concrete examples and personal comments. Finally, the student talks about their own personal experience with sports and explains both the reason for their choice of sport and what they have gained from it.

Then the student gives a short conclusion.

The student has been awarded 14 marks for Content and Communication as the answer is entirely coherent and purposeful with no digression or

Examiners' Tips

Remember to develop all bullet points equally.

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

(iii) This is an example of a mid-range answer.

Content: The answer is purposeful and coherent with no digression. Ideas are expressed in a logical sequence but development is imbalanced. (12 marks)

Language: There is good range of vocabulary with lapses in grammatical control. (11 marks)

Insert Item: WGK01_01_Q04

Examiners' Comments

The student starts with a fairly short introduction, stating that sports lead to a good life and that schools should encourage children to engage with them.

The student first explains what an important role sports play at their own school, giving specific examples to illustrate their point and drawing relevant conclusions. However, this bullet point is slightly overdeveloped.

The student then presents the positive aspects of sports, but makes a series of claims which are not always successfully supported, such as that sports make overcome yourself or that they make you feel good. The student provides no concrete reasons for either claim.

The student then moves to discuss the negative aspects of sports, supporting their argument with examples and personal comments. However, there is a tendency to make rather generalised or vague statements, as when claiming that sports **δεν είναι κάτι καλό και ωραίο στον άνθρωπο και την υγεία.**

Finally, the student talks about their own personal experience with sports, explaining the reason for their choice of sport and the sport's significance to them, but does not explain how their chosen sport would improve their life.

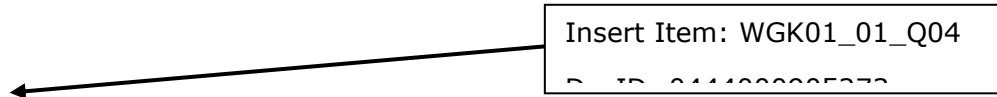
Then the student gives a short conclusion.

The student has been awarded 12 marks for Content and Communication

(iv) This is another example of a mid-range answer.

Content: The answer is purposeful and mostly coherent with no digression. Most ideas are developed in a logical sequence although there may be some lapse in communication. (11 marks)

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



Examiners' Comments

The student merges a short introduction about the significance of sports with their discussion of bullet point 1, explaining how important sports are at their own school and giving an example to illustrate their point. However, the idea that their teachers inform them of the merits of sports is presented in rather general terms and the student could have justified the teachers' position by giving a specific example or reason.

The student then presents the positive aspects of sports, but makes a series of claims which are not always successfully supported, such as that team work is something we should apply to what we do or that sports help suppress anxiety. The student provides no concrete reasons for either claim.

The student then moves to discuss the negative aspects of sports, but makes a series of claims which are not successfully sequenced, thus impeding communication. There is no logical link between children being forced into taking up a sport they don't like and athletes not having learned to work as a team but competing only for the money.

Finally, the student talks about their own personal experience with sports and explains what they have gained from their chosen sport but does not explain adequately the sport's significance to them.

The conclusion is missing.

The candidate has been awarded 11 marks for Content and

Examiners' Tips

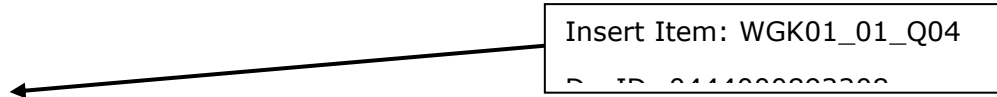
Avoid general answers and vague statements.

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

(v) This is an example of a less successful answer.

Content: The answer is purposeful and mostly coherent with no digression. Most ideas are developed in a logical sequence although there may be some lapse in communication. (11 marks)

Language: Basic language is satisfactory. (9 marks)



Examiners' Comments

The student starts with a short introduction, stating generally that sports help people in many ways.

The student first explains what an important role sports play at their own school, giving specific examples to illustrate their point and offering personal comments. However, the statement that sports help children become sociable is not successfully linked to the previous ideas nor is it successfully supported. The student does not explain in what ways sports can help achieve this.

The student then presents the positive aspects of sports, but makes a series of claims which are not always successfully supported or sequenced, thus causing ambiguity. There is no logical link established between the general statement that sports have many advantages and the consumption of the right kind of food. Furthermore, the student does not adequately explain how sports help with a person's psychological state.

The student then moves to discuss the negative aspects of sports, which are convincingly argued, with the student justifying their opinion with concrete examples.

Finally, the student talks about their own personal experience with sports and explains the reason for their choice of sport, but does not provide a specific explanation of how their chosen sport helps them during their exam period.

Then the student gives a short conclusion.

(vi) This is another example of a less successful answer.

Content: The overall purpose of this answer is clear but the student has shown a moderate ability to develop ideas adequately and there is some digression from the topic. (9 marks)

Language: Basic language is satisfactory. (9 marks)

Insert Item: WGK01_01_Q04

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Examiners' Comments

The student starts with a rather long introduction about the importance of sports in our life and the different ways in which an individual can take up physical exercise.

The student doesn't respond to bullet point 1 directly but rather enumerates the different kinds of sports offered at their school, without developing this bullet point further.

The student then presents both the positive aspects and the negative aspects of sports, but makes a series of claims which are not successfully developed or justified, such as that there is the risk of injury. The student provides no concrete examples of sports which can cause injury or mentions any specific circumstances under which injury can be caused or explains how injury could be avoided.

Finally, the student talks about their own personal experience with sports but does not explain the reason for their choice of sport or what they have gained from their chosen sport.

The conclusion is missing.

The candidate has been awarded 9 marks for Content and

Examiners' Tips

Remember to develop ideas by providing convincing explanations and to justify your opinion with concrete

Paper Summary

Based on their performance on this paper, candidates 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 or personal experience in question 4
- Show evidence of producing your own language
- When rephrasing sentences make sure that you do not change the meaning by adding or omitting key words
- Avoid spelling errors in endings, by learning a few rules
- Address all bullet points equally in question 7
- Do not exceed the word limit
- Do not forget to put the stress marks on words which need a stress mark.

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