

# Mark Scheme (Results)

June 2011

International GCSE

Modern Greek (4MG0)  
Paper 1

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## Paper 1

### Question 1 – Translation into Greek (10 marks)

Marks are awarded using the following assessment criteria grid:

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

### Question 2 – Translation into English (10 marks)

Marks are awarded using the following assessment criteria grid:

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

### Question 3 – Writing (40 marks)

Marks are awarded for **communication** and **accuracy and variety/interest**, using the following assessment criteria grid:

#### Communication

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

## Accuracy and variety/interest

<b>Objectives</b> To write with sufficient variety and interest to give a sensibly fluent account, report or description which would give a native reader confidence in what one was saying and one's judgements in the situation.  To write with sufficient accuracy and sense of grammatical structure to give evidence of clear understanding of the basic principles of the language and a solid foundation for further study. To demonstrate a grasp of syntax, case, gender, predication, subordination and co-ordination.	
<b>Accuracy and variety/interest</b>	<b>Mark</b>
No language worthy of credit.	0
About a quarter of what is written is correctly spelled. A substantial proportion of the work contains errors of more than a single letter. There will have been frequent errors involving common words. The candidate will have observed case and gender only intermittently. The verb inflexions will have been very insecure on a frequent basis. The vocabulary and structures will have been barely adequate to have performed the task required. There will have been little or no evidence of factual information or enhancement.	1-5
About half of what was written will have been correctly spelled. The common words will have been generally correct, and most of the errors will have been limited to a single letter/symbol. The vocabulary used and the structures employed will have been adequate for the conveyance of the intended meaning. The candidate may have attempted enhancement of given facts or even more ambitious structures, though not always successfully. The use of structures and vocabulary may be a little conservative, sometimes repetitive, though relatively accurate.	6-10
About three-quarters of what is written will have been correctly spelled. There will have been clear evidence of an understanding of case, gender, tense/person even though lapses will be present. The candidate will have used a variety of vocabulary, and may have made sensible use of attributive adjectives, subordinate clauses, relative clauses, in a successful way. There may also be evidence of idiomatic language.	11-15
Errors made will be confined to minor lapses. The candidate will have used a wide range of vocabulary to avoid repetition and will have added interest. The more difficult structures and idioms will have been successfully employed.	16-20

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