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# Mark Scheme (Results)

Summer 2017

Pearson Edexcel International GCSE  
In Modern Greek (4MG0) Paper 1

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Assessment criteria

Assessment criteria reflect the standard expected for IGCSEs. It will therefore not be necessary for candidates to perform 'perfectly' in order to attract the highest marks available in each grid. References to 'standard' should be interpreted in this context.

### Major errors

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

### Minor errors

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

### Awarding marks

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

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 Number	Answer	Mark
<b>1</b>	<p>Αν έχετε στη διάθεσή σας μόνο μια μέρα στην Αθήνα, δε θα ξέρετε από πού ν' αρχίσετε. Με όλους αυτούς τους αρχαιολογικούς χώρους, τη νόστιμη κουζίνα και τη διάσημη νυχτερινή ζωή, πώς ν' αποφασίσει κανείς από πού να ξεκινήσει; Το θέμα είναι, μην προσπαθήσετε να τα κάνετε όλα!</p> <p>Αρχίστε νωρίς το πρωί κάνοντας μια βόλτα στην πιο παλιά συνοικία της πόλης, την Πλάκα. Πιείτε ένα δυνατό καφέ σε ένα από τα πολυάριθμα καφενεία. Ανεβείτε το λόφο όπου βρίσκεται η Ακρόπολη και απολαύστε τη θέα από ψηλά, πριν ανεβεί πολύ η θερμοκρασία. Τα μουσεία της Αθήνας προσφέρουν μερικές από τις κορυφαίες συλλογές στον κόσμο και ένα καταφύγιο από τη ζέστη.</p> <p>Αυτό που απόλαυσα περισσότερο τη μέρα που πέρασα στην Αθήνα ήταν η επίσκεψή μου στη Βαρβάκειο, την κεντρική αγορά της Αθήνας. Οι Αθηναίοι έρχονται εδώ για να ψωνίσουν ό,τι χρειάζεται μια ελληνική κουζίνα- από ελαιόλαδο μέχρι μπριζόλες!</p>	<b>(20)</b>

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 Number	Answer	Mark
<b>2(a)</b>	<p>Mary came to live with us when she was one-year-old. We don't know what happened to her real parents but we are raising her as if she were our own child. Tomorrow when schools reopen, Mary will be a pupil in primary school for the first time.</p> <p>"Where is my school bag?" she keeps asking, when she already knows that it's on the living room table. "What's my teacher's name?". "Who am I going to sit next to, I wonder?". "How many books will they give me?"...</p> <p>But we ourselves are no less worried about whether everything will be ok on that day.</p> <p>"What dress will she wear?". "What will she eat for lunch?". "She should go to bed early so that she feels rested ...".</p>	<b>(20)</b>

Question Number	Answer	Mark
<b>2(b)</b>	<p>All of us who live in a big city often wonder what life would be like, if we lived somewhere else. When we are stuck in traffic, we think how much easier it would be, if we lived in a smaller city.</p> <p>It would be so nice if we didn't have to make an appointment with friends five days in advance, to make sure that our schedules agree. It would be great, if we could bump into each other in the street or in the square. How much better we would feel, if we could breathe fresh air.</p> <p>Let's not forget, though, the disadvantages of living in a small place. We all know that unemployment is frequently even worse in small towns.</p> <p>Issues like these often come up in discussions among all groups of friends. All of us have found ourselves at least once in some bar disagreeing on where it is best to live.</p>	<b>(20)</b>

### 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

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