

GCE

Edexcel GCE

Modern Greek (8613/9613)

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Examiners' Report

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## AS Unit 1 (6511)- Reading and Writing

The majority of candidates completed the paper successfully. They responded to the different sections of the paper showing good language skills, knowledge of the country and familiarity with the specification. There were however a number of rubric violations.

Comments on individual questions are as follows:

### Section One: Reading and Writing

#### QUESTION 1

The majority of candidates demonstrated very good comprehension skills and handled the questions successfully. Where candidates did not score full marks, Q 1e was the most common error. (The word *αισιόδοξος* proved to be the most challenging)

#### QUESTION 2

A number of candidates gained 4 out of 5 marks, the majority earned 3 out of 5 and only a very small number earned the full 5/5.

It is important to note that the required target phrases or words should not just be semantically appropriate but also interchangeable with the provided words or phrase in terms of syntax:

e.g. *αντιστέκεται*= *κρατάει άμυνα* not *κρατάει* because if the word *αντιστέκεται* substitutes the word *κρατάει* the text would read *αντιστέκεται άμυνα*, which makes no sense.

OR *συμφωνεί*= *συμμερίζεται τη γνώμη της* not *συμμερίζεται* because if the word *συμφωνεί* substitutes the word *συμμερίζεται* the text would read *συμφωνεί τη γνώμη της*, which is wrong.

Semantics and syntax are equally important for this question.

#### QUESTION 3

The majority of candidates achieved the maximum marks possible for this question. Most common error being the distracter (α) *έναρξη*  
However, candidates often ignored the instructions and filled the gaps instead of underlining the correct words. Some times a mixed approach of filling in the gaps and underlining caused considerable confusion.

#### QUESTION 4

Question 4 elicited some responses that showed a high degree of reading comprehension skills and also very good target language production.

However, marks were lost, because a large number of candidates either ignored the Rubric, and lifted sentences from the source text, and showed little ability to manipulate the language. Answers which simply quote chunks of the texts verbatim are not accepted.

There are 5 marks devoted to quality of language and candidates need to be aware that it is their own language that is being graded not the one they copy from the passage.

Candidates lost marks in Q4.4 when they did not differentiate between professional and amateur work.

## Section Two: Translation

### QUESTION 5

Many answers showed a high degree of competence, and awareness of style and structures that enabled them to achieve high marks.

There were occasional intrusive errors, especially with regard to the opening sentence of the text.

Challenging lexical items related to the words « χρήστης» and «παραλλαγή».

On the whole, this text was obviously very close to the candidates' own world of experience and despite occasional grammatical slips, the meaning of the text was communicated well.

## Section Three: Continuous Writing

### QUESTION 6

Many candidates fulfilled the requirements of Question 6, by providing wholly relevant and convincing answers, using accurate, varied and appropriate language.

There were also a number of candidates who tackled the fourth bullet point very successfully by getting really involved with the idea of being the Mayor of a big city, giving good ideas and solutions to the problem of traffic jams.

As with previous years, knowledge of the target culture was at times demonstrated with platitudes and generalizations, which lost valuable marks.

A (thankfully) small number of candidates showed a worrying lack of awareness regarding the geography of Greece, referring to the Athens metro covering the distance between Athens and Thessaloniki in 30 mins.

Some candidates ignored the word limit, which lost them marks for irrelevance or repetition.



## A2 Unit 2 (6511)- Reading and Writing; Topics and Texts

The majority of the candidates performed well on this paper and tackled most aspects of the examination successfully.

The first section of the paper proved to be the most challenging, particularly the translation. In the second section many candidates provided good evidence of knowledge and understanding, as well as evidence of the ability to organise their ideas and to expressing them in accurate and appropriate language.

Unfortunately there were some who did not seem to be aware of the specification. This was particularly evident in the questions on the Geography topic and in some instances marks could not be awarded.

A few candidates did not read the instructions carefully and answered only one question on one topic or text.

In some cases poor presentation was a significant problem - some papers were barely legible.

### Section 1: Reading and Writing

Many candidates manipulated the language appropriately and gave satisfactory answers. Others simply copied sentences from the source text, without manipulation of vocabulary or structures. This sometimes involved the copying of lengthy paragraphs that contained only some relevant information. A number of candidates used their own knowledge of the Tsenai issue to offer answers which may have been true, but were not correct answers to the questions asked. A few seemed not to recognize the relationship between the marks given for each question and the points they had to make in their answer. Question 1a posed most problems while questions ε (i) and ε (ii) were particularly well done.

The translation, and in particular the first half proved to be the most challenging part of the whole paper. Most candidates did not incorporate the given words or phrases in the preceding comprehension text in their translations. On many occasions, despite evidence that the candidates had adequate knowledge of both Greek and English, there was very little rewardable language and very limited communicative value in the translations offered. It was surprising also that words like 'village', 'proud', 'society', 'race' were not known to a considerable number of candidates.

## Section 2: Topics and Texts

Many candidates, as mentioned above, gave well-balanced answers for this section of the examination. Some of the answers however indicated a degree of immaturity, which may reflect that some of the candidates were considerably younger than the age targeted at this level in the examination framework.

There was an improvement in the standard of answer to questions on the History topic. The small number of candidates who attempted this question demonstrated satisfactory knowledge of the period they had studied and, at times, an impressive ability to enhance this information with conclusions and clarity of judgement. There were however a number of candidates who ignored the chronological parameters of the questions and ventured into eras and epochs that were not prescribed.

Very few candidates attempted the Geography topic and those who did, with the exception of one or two, gave the most disappointing answers. Answers were heavily reliant on generalizations. As mentioned in the general comments, some candidates were not aware of the specification and they referred in their answers to parts of Greece that are not included in the syllabus or to individual cities or villages of Greece or Cyprus. These candidates did not gain any marks. Very disappointingly some candidates, when addressing the social elements of the area studied, gave quite inappropriate answers in which they blamed all the evils of society on the influence of other cultures.

Very few candidates attempted the questions on 'Society and the Individual in Greece, 1900-1960', and most of those who did relied on platitudes and generalizations drawn from family experience and failed to refer to the prescribed text. There were only one or two exceptions.

As in previous years the most popular questions proved to be the ones on Literature with Cavafy and Samarakis in first place. Although there was evidence that candidates had been taught well with regard to close reading of the texts, there was a noticeable weakness in terms of applying that knowledge to the requirements of the questions. There was also a noticeable and unfortunate pattern of all-inclusive answers that contain some relevance with regard to the question but do not address it directly. Others relied on interpretation and minimum factual information.

Many candidates referred to poems with a historical character in Cavafy's work and to the political aspects of Ioannou's poems without going a step further to analyse the way Cavafy manipulated history in his poetry or the significance of the political aspects to the structure or the development of the stories in Ioannou. Some candidates considered wrongly that Cavafy's poems *Ιθάκη*, *Τρώες* and *Πόλις* were historical poems. The question on the title of Samarakis' 'Kontra', gave the most balanced answers.

Only a few candidates attempted the questions on Politis and here again the narrative prevailed at the expense of analysis.

The answers in this section sometimes indicated insufficient knowledge of the language to write a discursive essay in Modern Greek. There were frequent intrusive errors in grammar and spelling, which quite often impeded comprehension.

# Statistics

## Unit 1 Reading and Writing

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	100	69	61	53	45	38
Uniform boundary mark	300	240	210	180	150	120

## Unit 2 Reading and Writing; Topics and Texts

Grade	Max. Mark	A	B	C	D	E
Raw boundary mark	140	98	88	74	62	51
Uniform boundary mark	300	240	210	180	150	120

### Notes

**Maximum Mark (Raw):** the mark corresponding to the sum total of the marks shown on the mark scheme.

**Boundary mark:** the minimum mark required by a candidate to qualify for a given grade.





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