Modern Greek A: Language and Literature (LAL)

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 12	13 - 28	29 - 43	44 - 57	58 - 69	70 - 81	82 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 11	12 - 27	28 - 44	45 - 58	59 - 69	70 - 83	84 - 100

Higher level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 9	10 - 13	14 - 17	18 - 20	21 - 24	25 - 30

The range and suitability of the work submitted

There was a wide range of suitable commentaries with coherent organization and good language.

Candidate performance against each criterion

Criterion A:

Most candidates gave a good introduction to their commentary that demonstrated good understanding of the extract. However, some candidates gave either limited information or general information about the author.

Criterion B:

Most candidates showed a good awareness of the literary features and their contribution to the effectiveness of the extract. However, some candidates gave a general account of the literary features of the extract without referring to specific examples in the extract, and their effects.

Criterion C:

The majority of candidates delivered commentaries which were well structured and coherent. Some commentaries wee slightly repetitive and therefore less efficient overall.

Criterion D:

Most candidates delivered commentaries with a good degree of language accuracy, appropriate vocabulary, and register as well as a clear and effective style. However, some candidates' use of language was less effective.

Recommendations for the teaching of future candidates

- Candidates should be encouraged to give more consideration to the contribution of the literary features to the chosen extract, and their effect.

- Candidates should always refer to well chosen examples taken from the extract and avoid giving only a general account of literary features without relating it back to the extract.

- Teachers should encourage candidates to focus more on the coherence and organization of their commentary.

- More consideration should be given to the appropriateness and accuracy of the language as well as register and the correct choice of words.

Standard level internal assessment

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 4	5 - 9	10 - 13	14 - 17	18 - 20	21 - 24	25 - 30

The range and suitability of the work submitted

There was a good range of well organized and suitable commentaries.

Candidate performance against each criterion

Criterion A:

Most candidates gave an efficient introduction that demonstrated good understanding of the extract. However, there were some cases in which the introduction included some general comments about the author which had no relevance to the extract.

Criterion B:

Most The majority of candidates demonstrated a good awareness of the literary features and their contribution to the extract supported by well chosen examples from the extract. However, there were some cases of candidates who demonstrated an awareness of the literary features but they failed to relate this back to the extract itself.

Criterion C:

Most commentaries were well organized. However, there were some cases in which the structure of the commentary was a little inefficient with some repetition.

Criterion D:

Many candidates used appropriate language with a good degree of accuracy, register, clear sentence structure and vocabulary. There were some cases where candidates used inappropriate register and their language accuracy was less efficient.

Recommendations for the teaching of future candidates

- Candidates should be encouraged to focus more on the contribution and effects of the literary features in the extract. They should also cite more examples directly related to the extract.

- More consideration should also be given to the organization and coherence of the commentary.

- Register and appropriate choice of words, as well as language accuracy should be taken into consideration, especially related to the agreement of nouns and some groups of adjectives.

Higher level written tasks

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 5	6 - 11	12 - 18	19 - 23	24 - 28	29 - 33	34 - 40

The range and suitability of the work submitted

There was a good range of suitable tasks.

Candidate performance against each criterion

Criterion A:

Most of the candidates produced rationales or outlines in which they explained clearly how the task was linked to the aspects that to be investigated. However, there were some cases in which the explanation was not always clear or some aspects for investigation were missing. Also, there were a few written tasks that exceeded the word limit which incurred penalties.

Criterion B:

Many candidates produced tasks that demonstrated a good understanding of the topic or text to which they referred as well as a good understanding of the conventions of the text type chosen.

In regards to task 2, candidates showed a good understanding of the expectations of the question with well chosen examples. However, for task 1, there were some cases where candidates did not take sufficient consideration of the conventions of the text type or in task 2 there were not enough examples to support their views.

Criterion C:

The organisation and coherence of most written tasks was well done but there were a few candidates whose work exceeded the word limit, hence incurring penalties.

Criterion D:

Most of the candidates used a clear language and effective style with a good degree of accuracy, sentence structure and appropriate vocabulary. However, there were some cases of candidates in which sentence structure was not always effective with limited or nonexistent punctuation and some wrong choices of words or phrases.

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Recommendations for the teaching of future candidates

- More emphasis should be given to the structure of the rationale and what it should include.

- Candidates should be more aware about the conventions of the text type they have chosen and they should take this into consideration throughout the writing of their tasks.

- Candidates should be encouraged to cite more judiciously chosen examples.

- More emphasis should be given to the clarity of complex syntax with subordinate clauses as well as punctuation and accentuation.

- Candidates must write within the word limits, otherwise they will incur penalties.

Standard level written tasks

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 2	3 - 5	6 - 9	10 - 12	13 - 14	15 - 17	18 - 20

The range and suitability of the work submitted

There was a wide range of suitable and well organized tasks with good content and analysis as well as a good degree of language accuracy.

Candidate performance against each criterion

Criterion A:

Most of the candidates wrote a clear rationale that explained how the task was going to be investigated. However, there were some cases of candidates who did not give all the information related to the task, especially how the task was intended to be explored or the possible audience. In few cases, the rationale exceeded the word limit which incurred penalties.

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Criterion B:

Most of the candidates produced well researched tasks that demonstrated a good understanding of the topic they were going to explore taking into consideration the conventions of the text type they had chosen. There was a good range of text types with the blog as the prevailing text type. However, in this text type there were some cases of candidates who gave a formal essay instead of a blog because they did not apply the conventions of the chosen text type. There were also few tasks that exceeded the word limit.

Criterion C:

Most of the candidates produced organized tasks with generally coherent structure.

Criterion D:

Most of the candidates produced tasks with a good degree of language accuracy, clear and effective style and appropriate vocabulary and register. However, more attention should be given to punctuation, sentence structure, use of some words and register.

Recommendations for the teaching of future candidates

- Candidates should give more consideration to the conventions of the text type they choose, especially when they choose to write a blog or an article for a newspaper.

- More consideration should be given to punctuation. In some written tasks punctuation was very limited or nonexistent.

- Some candidates could use a more complex sentence structure with subordinate clauses, especially when this is required by the text type they have chosen.

- Candidates should focus more on register and language accuracy.

- Candidates should keep within the word limit, otherwise they will incur penalties.

Higher level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 2	3 - 5	6 - 8	9 - 11	12 - 14	15 - 16	17 - 20

The areas of the programme and examination which appeared difficult for the candidates

With a few exceptions the majority of the candidates chose the first pair of texts, either because it was more appealing or accessible for them or because they found the second pair more challenging. Apart from this, there was nothing else that appeared difficult to the candidates.

The areas of the programme and examination in which candidates appeared well prepared

Most of the candidates appeared well prepared regarding the expectations of the paper. However, there were few cases of candidates which did not show very clearly that their answer was based on a comparative analysis of two texts and not two separate textual analyses.

The strengths and weaknesses of the candidates in the treatment of individual questions

Criterion A:

Most candidates delivered a good comparative analysis based on the similarities and differences of the texts. Their analysis demonstrated understanding of the text, context, purpose and audience and supported their comments with references to the texts.

However, some candidates used very few references to the texts. Also, as mentioned above, some candidates did not write a proper comparative analysis based on the similarities and differences of the texts but rather two separate textual analyses or if they attempted some comparison, it was not very clear.

Criterion B:

Most candidates showed good or adequate awareness of the stylistic features and their analysis and demonstrated appreciation of their effects. However, there were a few candidates who showed some awareness and made only a few references and their illustration was limited.

Criterion C:

Most of the candidates gave well-organised and balanced comparative analysis. However, there were some cases in which organisation was only generally coherent.

Criterion D:

The majority of candidates produced analysis with a good degree of language accuracy and appropriate register. However, there were quite a lot of cases in which there were punctuation and spelling mistakes especially related to grammar, i.e. endings of certain groups of nouns, third person of the present of the verbs, etc. Also there were mistakes in the agreements of nouns and adjectives especially some demanding groups of adjectives. Finally, some candidates use limited accentuation.

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Recommendations and guidance for the teaching of future candidates

Candidates need to be fully aware that this paper is a comparative analysis based on the similarities and differences between the two texts. Also they need to be more aware of the stylistic features of a text and to understand their effects. They should also use more references to the texts to support their views.

In regards to language, candidates need to strengthen their grammar skills, especially in terms of agreements of nouns and some groups of adjectives. Also, candidates should focus more on punctuation and spelling.

Standard level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 2	3 - 5	6 - 8	9 - 11	12 - 14	15 - 17	18 - 20

The areas of the programme and examination which appeared difficult for the candidates

There was not a particular area of the programme and examination which appeared difficult for the candidates.
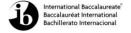
The areas of the programme and examination in which candidates appeared well prepared

Candidates were well prepared in relation to the expectations of this paper. Both texts appeared to be popular among the candidates.

The strengths and weaknesses of the candidates in the treatment of individual questions

Criterion A:

Most of the candidates produced textual analysis that showed a good understanding of the text, context, purpose and audience and supported their comments with references to the texts. However, there were some cases of candidates that demonstrated only adequate or some understanding with a limited number of references.

Criterion B:

Many candidates demonstrated an awareness of the stylistic features and their contribution to the understanding of the text for analysis. However, there were cases which showed adequate or only some understanding of the stylistic features and their effects in the text.

Criterion C:

Most of the candidates produced well organised and mostly coherent textual analysis with a good development of the argument.

Criterion D:

There were a good number of candidates who used clear and well chosen language with a good degree of accuracy and appropriate register. However, there were candidates who produced analysis with a less than adequate degree of language accuracy and lapses in grammar especially related to the agreement of nouns and some groups of adjectives as well as some lapses in the sentence structure. There were also quite a lot of spelling mistakes and lack of punctuation and in few cases lack of accentuation.

Recommendations and guidance for the teaching of future candidates

Candidates should make more references to the text in order to support their argument. An area that needs to be taken into consideration is related to the stylistic features and their function in a text. Candidates should increase their awareness of their use and their effects.

Also, more consideration should be given to accurate grammar particularly some groups of demanding adjectives and their agreement with nouns as well as the construction of sentences and punctuation. Finally, candidates should focus more on spelling.

Higher level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 11	12 - 15	16 - 18	19 - 21	22 - 25

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The areas of the programme and examination which appeared difficult for the candidates

There was no particular area of the programme and examination that appeared difficult for the candidates.

The areas of the programme and examination in which candidates appeared well prepared

The majority of the candidates appeared well prepared and they were aware of the expectations of the particular paper. Very popular questions appeared to be Q3, Q5 and Q6 but there were also candidates who chose the rest of the questions.

The strengths and weaknesses of the candidates in the treatment of individual questions

Criterion A:

Many candidates produced essays that demonstrated good knowledge and understanding of the studied works and their context in relation to the question and supported their argument with well chosen examples from the text. However, there were some cases of candidates who gave a summary of the two books rather than a proper critical essay.

Criterion B:

Most of the candidates produced a good critical analysis that demonstrated an understanding of the expectations of the question. However, some candidates who responded to the question in a very general way, and there were a few cases where there was only some or little awareness of the expectation of the question.

Criterion C:

A good number of candidates illustrated the use and the effects of stylistic features. However, there were some candidates who did not demonstrate even some awareness of the stylistic features and their effects in relation to the question.

Criterion D:

Most of the candidates produced well organised and balanced essays with clear structure and good development of the argument. Some candidates showed only some focus and structure.

Criterion E:

Most of the candidates produced essays with a good degree of language accuracy and appropriate register. However, there were some cases in which the essays demonstrated an

adequate degree of accuracy mainly in grammar and sentence construction. Also there were spelling mistakes, wrong or nonexistent punctuation and in few cases lack of accentuation.

Recommendations and guidance for the teaching of future candidates

Candidates should increase their awareness in relation to the expectations of the questions in this paper and write their analysis in relation to the question. Candidates should avoid giving summaries of the studied works and focus more on developing the argument in relation to the question. Also well chosen examples are necessary to support their views and to show that they have understood the works.

Another area that needs to be strengthened is related to the illustration of the stylistic features and their effects and how these stylistic features are related to the question they need to analyse.

Spelling, especially relating to the endings of nouns and verbs, and punctuation are the areas which need more attention.

Standard level paper two

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 3	4 - 7	8 - 12	13 - 15	16 - 18	19 - 21	22 - 25

The areas of the programme and examination which appeared difficult for the candidates

There was not an area of the programme and examination which appeared difficult for the candidates.

The areas of the programme and examination in which candidates appeared well prepared

Most of the candidates were well prepared in relation to the expectation of the question. Very popular questions appeared to be Q3, Q5 and Q6 but there were candidates who chose the rest of the questions.

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The strengths and weaknesses of the candidates in the treatment of individual questions

Criterion A:

A good number of candidates produced essays that demonstrated a good knowledge of the studied works and their contexts. However, there were candidates who showed only a general understanding of the work and their references to the works were limited.

Criterion B:

A good number of candidates showed a good or very good understanding of the expectation of the question with a mostly relevant response. However, there were candidates who either gave a generally relevant response or few cases that showed some awareness of the expectations of the question.

Criterion C:

There was a good number of candidates who showed good or adequate understanding of the stylistic features. However, there were also cases that demonstrated only some awareness and illustration of the stylistic features.

Criterion D:

A good number of candidates produced coherent and well structured essays with an effective development of the argument. However, there were cases in which focus and structure were only adequate.

Criterion E:

A good number of candidates produced essays with clear and well chosen language, a good degree of accuracy and appropriate register. However, there were cases in which there was an adequate degree of language accuracy with lapses in sentence construction and lapses in grammar, spelling mistakes and lack of punctuation.

Recommendations and guidance for the teaching of future candidates

Candidates should increase their awareness in relation to the expectation of the question they have to analyse. They should also focus more on the stylistic features of the texts and illustrate them in relation to the question for analysis. They should avoid giving a list of stylistic features which can be found in the studied works but they are not relevant to the question for analysis. Also they should avoid giving summaries of the books. An area that needs to be improved is related to the organisation of the essay in particular how it starts and how it ends. Grammar should also be taken into consideration and particularly agreements of nouns and some groups of adjectives. Finally, spelling especially the one related to grammar is an issue that needs consideration as well as punctuation.