



Pearson

Mark Scheme

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Pearson Edexcel GCE

In Greek (9GK0) Paper 03

Listening, reading and writing in Greek

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Paper 3 marking principles and mark scheme

SECTION A: Marking principles

- For open-response questions, the candidate does not have to write in full sentences. If appropriate, they may respond using single words or phrases.
- Example of short phrases with two or more words:
 - έχουν χιούμορ
 - από το εξωτερικό
 - οι μορφωμένοι
- When responding to open response questions, candidates may use words from the listening passage or reading extract but they must not transcribe or copy whole sections where the question requires them to manipulate the language in order to give an accurate response to the question.

Example:

Transcript:	Επιλέγω επιστημονικά θέματα που πιστεύω ότι θα ενδιαφέρουν τους θεατές μου αλλά τα παρουσιάζω πάντα με χιουμοριστικό τρόπο.
Question:	Τι κάνει τις εκπομπές του ξεχωριστές;
Rewardable answer:	Έχουν χιούμορ.
Non-rewardable answer:	Με χιουμοριστικό τρόπο.

Candidates who copy the whole phrase, as exemplified above as the *Non-rewardable answer*, **would not be awarded marks** without manipulating the verb in the sentence. This is because it does not render an accurate answer to the question. However, as the exemplified *Rewardable answer* shows, candidates may still use words from the listening passage or reading extract.

- There are no marks for quality of language in Section A or questions 5a) and 5b) in Section B. Therefore, errors and omissions in spelling and grammar will be tolerated as long as the message is not ambiguous or does not interfere with communication.
- Consider only as many elements as there are marks, for example for a 1-mark answer, the candidate's first response is taken for assessment, even if this response is incorrect but the correct information follows as a further element. Where 2 marks are available, award the individual marks discretely but apply the order of elements rule.
- Written responses in the wrong language cannot be awarded a mark.

Guidance to examiners on understanding and applying the mark scheme

- Alternative ways of giving the same answer are indicated with a slash (/) in between the alternative responses, for example: για να χτίσουν / κατασκευάσουν νοσοκομεία.
- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:
 - *οι μορφωμένοι (1)*

AND

- *όσοι έχουν οικονομική άνεση(1)*

Use OR to show the various answers where there are more possibilities than available marks:

Any **one** of:

- *Από επαγγελματίες του εξωτερικού (1)*

OR

- *Από το εξωτερικό (1)*
- Any parts of an answer that are not essential are bracketed for example: χρηματοδοτεί την (επιστημονική) εκπαίδευσή τους.
- Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the correct answer.
- All possible answers have the correct amount of marks appropriate for the information required indicated in brackets.
- Suggested incorrect answers are indicated in the '**Reject**' column.

Section A: Mark scheme (listening comprehension)

Question number	Answer	Mark
1(i)	B	(1)

Question number	Answer	Mark
1(ii)	A	(1)

Question number	Answer	Mark
1(iii)	C	(1)

Question number	Answer	Mark
1(iv)	B	(1)

Question number	Answer	Mark
2(i)	D	(1)

Question number	Answer	Mark
2(ii)	C	(1)

Question number	Answer	Mark
2(iii)	B	(1)

Question number	Answer	Mark
2(iv)	C	(1)

Question number	Answer	Mark
2(v)	A	(1)

Question number	Answer	Reject	Mark
3(a)(i)	Οι νέοι δεν βγαίνουν/διασκεδάζουν έξω.		1

Question number	Answer	Reject	Mark
3(a)(ii)	Δεν πήγε ποτέ σινεμά.		1

Question number	Answer	Reject	Mark
3(a)(iii)	Μετακόμιζε συνέχεια.		1

Question number	Answer	Reject	Mark
3(a)(iv)	Δεν τους έχει δει ποτέ.		1

Question number	Answer	Reject	Mark
3(a)(v)	Τους άρεσε η ίδια μουσική.(1) Δεθήκανε μέσα από συζητήσεις που έκαναν. (1) Είχαν πολλά κοινά. (1) (Any two)		2

Question number	Answer	Reject	Mark
3(b)(i)	1. Βοηθάει στην επικοινωνία. (1) 2. Οι φίλοι είναι μέρος της καθημερινότητάς σου/είναι μαζί σου κάθε μέρα. (1) 3. Οι συζητήσεις στο διαδίκτυο δεν είναι σοβαρές. (1)		3

Question number	Answer	Reject	Mark
3(b)(ii)	1. Βοηθάει τους ντροπαλούς ανθρώπους. (1) 2. Είναι άδικες. (1) 3. Δεν πρέπει να περνάμε πολύ χρόνο με τα ΜΚΔ. (1)		3

Question number	Answer	Reject	Mark
4(a)	Οι Έλληνες δεν ψηφίσανε τους οικολόγους (στις εκλογές)	Λίγοι ψηφίσανε	1

Question number	Answer	Reject	Mark
4(b)	Δεν είναι βιομηχανική χώρα. (1) Δεν είχε μεγάλες καταστροφές του περιβάλλοντος. (1) Δεν υπήρχε ενδιαφέρον για περιβαλλοντικά προβλήματα (1) (Any two)	Δεν είμαστε βιομηχανική χώρα	2

Question number	Answer	Reject	Mark
4(c)	Στην Ελλάδα τα πράσινα κόμματα δεν πάνε καλά (1) Στην Ελλάδα έχουν δύο ειδών κόμματα (1) Στην Ελλάδα τα κόμματα συνήθως είναι αριστερά ή δεξιά (1) (Any one)		1

Question number	Answer	Reject	Mark
4(d)	Οι ΜΚΟ		1

Question number	Answer	Reject	Mark
4(e)	Ήθελαν να κόψουν τα δέντρα AND Ήθελαν να χτίσουν μεγάλα ξενοδοχεία (στο δάσος)		2

Question number	Answer	Reject	Mark
4(f)	Ένα (οικολογικό) φεστιβάλ		1

Question number	Answer	Reject	Mark
4(g)	Χρειάζεται εθελοντές/περισσότερα μέλη	Λίγους εθελοντές	1

Question number	Answer	Reject	Mark
<p>5(b) (i), (ii), (iii), (iv)</p>	<p>Any four of the following:</p> <p>Πιστεύει ότι</p> <p>Ο κύριος Πάνου έχει δίκιο που νιώθει αισιόδοξος</p> <p>Ο κύριος Πάνου είναι τυχερός (γιατί έχει περιουσία)</p> <p>Οι αλλαγές δεν κρύβουν πάντα μια ευκαιρία</p> <p>Τα προβλήματα δεν λύνονται με φαντασία</p> <p>Τα παιδιά χρειάζονται τους γονείς τους, έστω κι αν έχουν μεγαλώσει</p> <p>Οι γονείς πρέπει να είναι πάντα εκεί για τα παιδιά τους</p> <p>Οι γονείς πρέπει να στηρίζουν ψυχολογικά τα παιδιά τους</p> <p>Ένας σωστός άνθρωπος βοηθάει τους γύρω του</p> <p>(Any other appropriate phrasing of the above points is acceptable)</p>	<p>Specific factual details that do not express what she thinks e.g.</p> <p>Ο κύριος Πάνου είναι αισιόδοξος</p> <p>Η Αφροδίτη δεν έχει περιουσία</p> <p>Η οικογένεια της Αφροδίτης αντιμετωπίζει προβλήματα</p> <p>Η Αφροδίτη έχει ένα γιο</p> <p>Ο γιος της Αφροδίτης είναι άνεργος</p> <p>Η Αφροδίτη βοηθάει τον γιο της</p>	<p>(4)</p>

Section B, question 5C: Listening, reading and writing task

There are three levels-based mark grids applied to question 5C. The mark grids are:

- understand and respond to spoken language (AO1)
- understand and respond to written language, (AO2)
- accuracy and range of language (AO3)

General guidance on using levels-based mark schemes

Step 1: Decide on a marking band

- First of all, you must consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a level, you must look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme, you should use a 'best fit' approach for defining the level. You will then use the variability of the response to help decide the mark within the level, for example if the response is predominantly band 3-4 with a small amount of band 5-6 material, it would be placed in band 3-4 but be awarded a mark the top of the band because of the band 5-6 content.

Step 2: Decide on a mark

- Once you have decided on a band you will need to decide on a mark within the band.
- You must decide on the mark to award based on the quality of the answer; you must award a mark towards the top or bottom of that band, depending on how the student has evidenced each of the descriptor bullet points.
- You must modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Understand and respond to spoken language (AO1 – 6 marks)

- This mark grid assesses the student’s understanding of spoken language and how well they use information from it to evaluate and draw conclusions.

Understand and respond to written language (AO2 – 6 marks)

- This mark grid assesses the student’s understanding of written language and how well they use information from it to evaluate and draw conclusions.

The two mark grids for AO1 and AO2 are presented side-by-side. This is because of the interconnection of the task in that students need to compare information that they hear to the information that they read. They need to do this in order to weigh up the views in both sources to be able to write their evaluation and come to cohesive conclusions.

Indicative content

- When deciding how to reward the answer, you should consult these mark grids as well as the indicative content associated with the question (see below). Indicative content contains points that students are likely to use to construct their answer. It is possible for an answer to be constructed without mentioning some or all of these points, as long as students provide alternative responses that fulfil the requirements of the question.

Understand and respond to spoken language (AO1)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material		
1-2	<ul style="list-style-type: none">• Occasionally relevant judgement expressed on the viewpoints in the spoken source; often strays into description of content without evaluation.• Limited conclusions drawn on spoken source, sometimes inconsistent with evaluation of viewpoints.	1-2	<ul style="list-style-type: none">• Occasionally relevant judgement expressed on the viewpoints in the written source; often strays into description of content without evaluation.• Limited conclusions drawn on written source, sometimes inconsistent with evaluation of viewpoints.
3-4	<ul style="list-style-type: none">• Expresses some relevant judgements on the viewpoints in the spoken source, some of which are substantiated; occasionally strays into description of content without evaluation.• Draws straightforward conclusions on spoken source, occasionally inconsistency with evaluation of viewpoints.	3-4	<ul style="list-style-type: none">• Expresses some relevant judgements on the viewpoints in the written source, some of which are substantiated; occasionally strays into description of content without evaluation.• Draws straightforward conclusions on written source, occasionally inconsistency with evaluation of viewpoints.
5-6	<ul style="list-style-type: none">• Expresses relevant and substantiated judgements on the viewpoints in the spoken source showing clear evaluation.• Draws convincing conclusions on spoken source, consistent with evaluation of viewpoints.	5-6	<ul style="list-style-type: none">• Expresses relevant and substantiated judgements on the viewpoints in the written source showing clear evaluation.• Draws convincing conclusions on written source, consistent with evaluation of viewpoints.

Accuracy and range of language mark grid (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

Marks	Description
0	No rewardable language
1-2	<ul style="list-style-type: none">Limited variation of straightforward grammatical structures and vocabulary, with much repetition; repetitive expression, writing is often restricted and stilted.Limited sequences of accurate language, resulting in lapses in coherence; errors occur that often prevent meaning being conveyed.
3-4	<ul style="list-style-type: none">Occasional variation in the use of mostly straightforward grammatical structures and vocabulary, infrequent use of complex language; expression is frequently repetitive, writing is sometimes stilted.Some accurate sequences of language, resulting in some coherent writing; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed
5-6	<ul style="list-style-type: none">Some variation in the use of grammatical structures and vocabulary, some recurrent examples of complex language; variation of expression but this is not sustained; sections of articulate writing with occasionally stilted phrasing.Frequent sequences of accurate language, resulting in generally coherent writing; errors occur that occasionally hinder clarity of communication.
7-8	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including different types of complex language; regular variation of expression, writing is articulate throughout the majority of the response.Accurate language throughout most of the response, resulting in mostly coherent writing; errors occur that rarely hinder clarity of communication.
9-10	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, consistent variation in use of complex language; conveys ideas in a variety of ways, consistently articulate writing.Accurate language throughout, resulting in consistently coherent writing; any errors do not hinder clarity of the communication

Additional guidance

Complex language is considered to include the following:

- conceptually challenging tenses such as the pluperfect, future perfect
- passive voice
- subjunctive mood
- use of subordination
- using extended sentences to express abstract ideas/convey justified arguments that require a range of lexis and structures, for example conjunctions and pronouns
- using synonyms and a variety of expressions to say things in different ways
- all grammar and structures included in the grammar list that are specific to A Level.

Variation in use of grammatical structures/varied use of vocabulary: the traits in the mark grid differentiate between the variation of grammatical structures and vocabulary used by students. You should judge in which mark band to place students and which mark to award, based on the effect that the variety of grammatical structures and vocabulary has on the quality of the communication; the wider the variety, the more articulate the communication will become, (see definition of *articulate* below).

Examples of a variety of grammatical structures and vocabulary are: a selection of different verbs, tenses, adjectives, vocabulary and complex language (see definition above) for a variety of purposes such as to present and justify points of view, develop arguments, draw conclusions based on understanding and evaluating issues.

Articulate: articulate communication is fluent, effective and coherent as students control/manipulate the language to express themselves with ease for a number of different purposes. The more articulate the writing, the easier the reader can progress through the writing without having to re-read to understand the message. If students are restricted to what they can express, they may not be able to use languages for all purposes, for example to justify arguments/interest the reader. The writing will become more difficult to read with ease as the reader has to stop and re-read to understand the message.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example some gender and adjectival agreements, as long as they do not include mismatch of cases (for example εἶδαν οἱ καλοὶ φίλου)
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inappropriate tense formation, wrong case endings
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Indicative content: Question 5(c)

Students must evaluate the points of view in both 5(a) and 5(b)

Question number	Indicative content
5(c)	<ul style="list-style-type: none">Any answer that describes Mr Panou's point of view in positive or negative terms consistent with the information presented in the source material, for example, agreement or disagreement with his view that everyone can overcome challenges with imagination.Any answer that describes Aphrodite's view in positive or negative terms consistent with the information presented in the source material, for example, agreement or disagreement with her view that challenges bring problems and not necessarily new opportunities.Conclusions consistent with the candidate's line of argument, for example, either that parents have a responsibility to support their children even when they are adults or that once children have grown up the parents should stop helping them and, instead, pursue their own dreams.

Additional Guidance – Example student answer to 5(c)

The example below demonstrates what a student might include in their answer to 5(c) and how it may be structured. The *Comment* column demonstrates how the answer meets the requirements of the assessment criteria in the two-mark grids *Understand and respond to spoken language* and *Understand and respond to written language*.

Example student answer	Comment
Οι δύο απόψεις είναι πολύ διαφορετικές. Παρά τις ατυχίες που συνέβησαν, ο κύριος Πάνου φάνηκε αποφασισμένος να τις ξεπεράσει. Έχει δίκιο όταν υποστηρίζει πως μέσα από τη μάθηση οι άνθρωποι δημιουργούν νέες ευκαιρίες και νιώθουν καλύτερα ψυχολογικά. Όμως, δεν δείχνει να καταλαβαίνει πως άνθρωποι που δεν έχουν περιουσία και χρήματα δεν είναι σε θέση να αλλάξουν τη ζωή τους τόσο εύκολα.	Expresses judgements on the viewpoints in the spoken source
Η Αφροδίτη φαίνεται απογοητευμένη και θυμωμένη. Έχει δίκιο όταν λέει πως η ανεργία δεν είναι για όλους μια δεύτερη ευκαιρία, αλλά ένα σοβαρό πρόβλημα. Συμφωνώ, εν μέρει, μαζί της πως ένας γονιός δεν μπορεί εύκολα να εγκαταλείψει το παιδί του στην τύχη του, όταν δυσκολεύεται. Από την άλλη μεριά, μέχρι τότε θα θυσιάζονται οι γονείς για τα παιδιά τους;	Expresses judgements on the viewpoints in the written source

Εν μέρει συμφωνώ και με τους δύο, σε διαφορετικά σημεία. Ο κύριος Πάνου φαίνεται πιο αισιόδοξος και φροντίζει για τη δική του ευτυχία. Συμφωνώ με την τοποθέτησή του, όσον αφορά στο δικαίωμα των μεγαλύτερων ανθρώπων να ζήσουν τη ζωή τους όπως θέλουν. Όμως μου φαίνεται πως δεν καταλαβαίνει το πόσα προνόμια είχε στη ζωή του και αυτό δείχνει έλλειψη ευαισθησίας για τα προβλήματα των άλλων. Συμφωνώ, επίσης, με την Αφροδίτη, ότι δεν έχουν όλοι ίσες ευκαιρίες στη ζωή. Την καταλαβαίνω όταν λέει πως πρέπει να θυσιαζόμαστε για τους άλλους, όταν μας χρειάζονται.

Draws conclusions consistent with own viewpoints made about the spoken and written sources.