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## Mark Scheme (Results)

October 2020

Pearson Edexcel GCE

In Greek (9GK0) Paper 01

Translation into English, reading comprehension  
and writing (research question) in Greek

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October 2020

Publications Code 9GK0\_01\_2010\_MS

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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.

## Paper 1 marking principles and mark scheme

### Section A: Marking principles

Misspelling is tolerated as long as it does not lead to ambiguity, for example drought misspelled as drowght would be acceptable, but mis-spelled as draught would be unacceptable as this is a real word with a different meaning.

Candidates are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if an English speaker would understand the translation without having understood the text in its original language.

### Section A: Mark scheme (translation)

Question Number	Greek text	Acceptable answers	Reject	Mark
1	Στις αρχές του 1970 παρατηρήσαμε	At the beginning of the 1970s we observed		(1)
	μια αλλαγή στην κινηματογραφική παραγωγή στην Ελλάδα.	a change in film production in Greece.	a changing	(1)
	Σε αντίθεση με τα προηγούμενα χρόνια,	In contrast to previous years	In previous years (only)	(1)
	αρχίσαμε να έχουμε ταινίες	we began to have films	we had	(1)
	λιγότερο εμπορικές και πιο καλλιτεχνικές.	that were less commercial and more artistic.		(1)
	Οι σκηνοθέτες χρησιμοποιούν	The directors use		(1)
	νέες τεχνικές και θέματα	new techniques and themes		(1)
	που έχουν να κάνουν	which have to do		(1)
	με την πρόσφατη ιστορία της χώρας.	with the recent history of the country.	of the village	(1)
	Αυτή η περίοδος δεν κράτησε πολύ,	This period didn't last long,		(1)

Question Number	Greek text	Acceptable answers	Reject	Mark
	καθώς από το 1980 μέχρι το 2000 βρεθήκαμε	as from 1980 to 2000 we found ourselves		(1)
	αντιμέτωποι με μια νέα πραγματικότητα.	facing a new reality.		(1)
	Κατά τη διάρκεια της δεκαετίας του '80,	Throughout the 1980s		(1)
	το βίντεο παίρνει την πρώτη θέση στη ζωή μας.	video takes the front seat in our life.	takes the first position	(1)
	Οι κινηματογράφοι κλείνουν ο ένας μετά τον άλλον	Cinemas close one after the other		(1)
	και γίνονται σουπερμάρκετ.	and become supermarkets.		(1)
	Η τηλεόραση θα τραβήξει	Television will attract	pull the attention	(1)
	την προσοχή του ελληνικού κοινού	the attention of the Greek public		(1)
	με τα νέα προγράμματα και τις αμερικάνικες σειρές	with the new programmes and American shows		(1)
	που εισάγει.	that it introduces.		(1)

## Section B: 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:

- Χειμώνα με βροχές
  - Οι γεωργοί
  - Ένα απρόσεκτο παιδί.
- When responding to open-response questions, candidates may use words from the reading extract but they must not copy whole sections where the question requires them to manipulate the language in order to give an accurate response to the question.

Example:

**Text:** Στη μεγάλη σχολική παράσταση στο τέλος του χρόνου, η αδελφή μου με τις άλλες όμορφες παράστταναν τις θεές ή τις βασίλισσες.

**Question:** Ποιο προνόμιο είχε η Λένα στο τέλος της χρονιάς;

**Rewardable answer:** Έπαιζε τη θεά ή τη βασίλισσα.

**Non-rewardable answer:** Παρίστταναν τις θεές ή τις βασίλισσες.

Candidates who copy the whole sentence, 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 reading extract.

- There are no marks for quality of language in Section B, so 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 *οι γεωργοί/των γεωργών*
- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:

*Δεν της έδιναν σημασία (1)*

AND

*Γιατί δεν ήταν όμορφη (1)*

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

Any **one** of:

*Τη βοηθούσε στο γράψιμο (1)*

OR

*Πετώντας της καμία φράση (1).*

- Any parts of an answer that are not essential are bracketed, for example *Η δασική πυρκαγιά (της Σολέας)*.
- 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 B: Mark scheme (reading comprehension)

Question Number	Answer	Mark
2(i)	<p><b>The only correct answer is A</b></p> <p><i>B is not correct because it goes against the information in the text</i></p> <p><i>C is not correct because it goes against the information in the text</i></p> <p><i>D is not correct because it goes against the information in the text</i></p>	(1)

Question Number	Answer	Mark
2(ii)	<p><b>The only correct answer is C</b></p> <p><i>A is not correct because it goes against the information in the text</i></p> <p><i>B is not correct because it goes against the information in the text</i></p> <p><i>D is not correct because it goes against the information in the text</i></p>	(1)

Question Number	Answer	Mark
2(iii)	<p><b>The only correct answer is B</b></p> <p><i>A is not correct because it goes against the information in the text</i></p> <p><i>C is not correct because it goes against the information in the text</i></p> <p><i>D is not correct because it goes against the information in the text</i></p>	(1)



Question Number	Answer	Mark
2(iv)	<p><b>The only correct answer is D</b></p> <p><i>A is not correct because it goes against the information in the text</i></p> <p><i>B is not correct because it goes against the information in the text</i></p> <p><i>C is not correct because it goes against the information in the text</i></p>	(1)

Question Number	Answer	Mark
3	<p>Award 1 mark each for the below. Only <b>four</b> answers are required. One mark will be deducted for each additional answer.</p> <p>B, C, F, I</p>	(1)

Question Number	Answer	Reject	Mark
4(a)	<p>Η μητέρα τους (1) γιατί έπρεπε να δουλέψουν (1)</p>		(2)

Question Number	Answer	Reject	Mark
4(b)	<p>Όσοι δεν ήταν φτωχοί/άποροι (1)</p>		(1)

Question Number	Answer	Reject	Mark
4(c)	<p>Γιατί μαθαίνανε/ τραγουδούσανε τραγούδια (1)</p> <p>Γιατί μαθαίνανε/παίζανε (καινούρια) παιχνίδια (1)</p> <p>(Any <b>one</b>)</p>		(1)

Question Number	Answer	Reject	Mark
4(d)	<p>Κάνανε πικ νικ/τρώγανε όλοι μαζί (1)</p>		(1)

Question Number	Answer	Reject	Mark
4(e)	<p>Δεν είχαν δει ποτέ τη θάλασσα/δεν ήξεραν πως είναι η θάλασσα (1)</p>		(1)

Question Number	Answer	Reject	Mark
5(a)	<p>Οι καθηγητές τους (1)</p>	Ο δημοσιογράφος	(1)

Question Number	Answer	Reject	Mark
5(b)	<p>Δύο ώρες (περίπου) (1)</p>	Τέσσερις	(1)

Question Number	Answer	Reject	Mark
5(c)	<p>(i) Να ξοδέψει περισσότερα χρήματα (για την παιδεία) (1)</p> <p>(ii) Θα έχουν σχολικά λεωφορεία (1) Θα έχουν δωρεάν βιβλία (1)</p> <p>(Any <b>one</b>)</p>	λεωφορεία για να πηγαينوερχόμαστε στο σχολείο δωρεάν και να μην πληρώνουμε για τα βιβλία	<b>(2)</b>

Question Number	Answer	Reject	Mark
5(d)	Ζήτησαν να επιτρέπεται να πηγαίνουν στο σχολείο (1)	να μην επιτρέπεται σε πολλά παιδιά προσφύγων να φοιτήσουν στα σχολεία μας	<b>(1)</b>

Question Number	Answer	Reject	Mark
5(e)	Να μπουν μέσα στο Υπουργείο (1)	την είσοδο	<b>(1)</b>

## **Section C: Mark scheme (written research question)**

There are three levels-based mark grids to be applied to this question. They are:

- knowledge and understanding of society and culture (AO4)
- understand and respond to written language in writing (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 should 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 13–16 with a small amount of band 17–20 material, it would be placed in band 13–16 but be awarded a mark near the top of the band because of the band 17–20 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.

## Mark grids

### Knowledge and understanding of society and culture (AO4 – 20 marks)

- This mark grid assesses the content of the student's answer in relation to the knowledge and understanding of culture and society they have demonstrated, based on their research. It also assesses their ability to critically analyse by sustaining a line of argument and drawing conclusions about aspects of culture and society, based on the question related to the research subject.

### Understand and respond to written language (AO2 – 10 marks)

- This grid assesses student's understanding of the unseen text by their ability to use relevant information from it to contribute to the ideas, arguments and conclusions presented on society and culture.

The two mark grids for AO4 and AO2 are presented side by side. This is because of the connection of the information that the student is producing based on knowledge and understanding of society and culture, and the information they are using from the unseen text to contribute to this.

### Indicative content

- When deciding how to reward the answer for content, you should consult both of these mark grids as well as the indicative content associated with each 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. The indicative content shows that students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than on the text (understand and respond in writing to written language – AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks).
- Students can demonstrate their knowledge and understanding of society and culture (research) by providing relevant ideas/information/references /examples related to aspects such as:
  - lifestyle/customs/events both current and historical
  - important figures both current and historical
  - public opinion, feelings, reactions and behaviour.

This list is not exhaustive. Such aspects are illustrated in the indicative content below.

## Knowledge and understanding of society and culture (AO4)

Marks	Description
<b>0</b>	No rewardable material.
<b>1-4</b>	<ul style="list-style-type: none"> <li>Limited, straightforward, predictable ideas expressed on culture and society; limited information/examples/ references from research to support ideas; limited focus on the research subject.</li> <li>Limited evidence of critical analysis of culture and society; points of view have little justification; limited/ brief conclusions that are frequently contradictory; frequently relies on description rather than analysis.</li> </ul>
<b>5-8</b>	<ul style="list-style-type: none"> <li>Occasionally relevant, straightforward ideas expressed about culture and society, mostly generalised, occasionally supported by information/examples/ references from research; some loss of focus on the research subject.</li> <li>Occasional evidence of critical analysis of culture and society; points of view are given with occasional justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may include contradictions; some reliance on description rather than analysis.</li> </ul>
<b>9-12</b>	<ul style="list-style-type: none"> <li>Relevant, straightforward ideas expressed about culture and society, sometimes supported by information/examples/ references from research; occasional loss of focus on the research subject.</li> <li>Some critical analysis of culture and society is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; occasionally relies on description rather than analysis.</li> </ul>
<b>13-16</b>	<ul style="list-style-type: none"> <li>Relevant, occasionally perceptive ideas expressed about culture and society, frequently supported by pertinent information/ examples/reference from research; focus predominantly maintained on the research subject.</li> <li>Critical analysis of culture and society demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.</li> </ul>
<b>17-20</b>	<ul style="list-style-type: none"> <li>Relevant, perceptive ideas expressed about culture and society, consistently supported by pertinent information/examples/ references from research; focused on the research subject throughout.</li> <li>Critical analysis of culture and society, demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.</li> </ul>

## Understand and respond to written language (AO2)

Marks	Description
0	No rewardable material.
1-2	<ul style="list-style-type: none"><li>Limited use of relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; information used is frequently contradictory/irrelevant.</li></ul>
3-4	<ul style="list-style-type: none"><li>Occasionally uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; sometimes information used is contradictory/irrelevant.</li></ul>
5-6	<ul style="list-style-type: none"><li>Sometimes uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; occasionally information used is contradictory/irrelevant.</li></ul>
7-8	<ul style="list-style-type: none"><li>Mostly uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture.</li></ul>
9-10	<ul style="list-style-type: none"><li>Consistently uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture.</li></ul>

### Additional guidance

**Perceptive:** demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

**Ideas** include thoughts, feelings, impressions, opinions.

**Straightforward ideas, arguments, conclusions** are deemed to be those that give the standard, predictable response.

## Accuracy and range of language mark grid (AO3 - 10 marks)

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"><li>Limited variation of straightforward grammatical structures and vocabulary, with much repetition; repetitive expression, writing is often restricted and stilted.</li><li>Limited sequences of accurate language, resulting in lapses in coherence; errors occur that often prevent meaning being conveyed.</li></ul>
3-4	<ul style="list-style-type: none"><li>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.</li><li>Some accurate sequences of language, resulting in some coherent writing; errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.</li></ul>
5-6	<ul style="list-style-type: none"><li>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.</li><li>Frequent sequences of accurate language, resulting in generally coherent writing; errors occur that occasionally hinder clarity of communication.</li></ul>
7-8	<ul style="list-style-type: none"><li>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.</li><li>Accurate language throughout most of the response, resulting in mostly coherent writing; errors occur that rarely hinder clarity of communication.</li></ul>
9-10	<ul style="list-style-type: none"><li>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.</li><li>Accurate language throughout, resulting in consistently coherent writing; any errors do not hinder clarity of the communication.</li></ul>



## 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 evaluate 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 and more quickly 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. The writing will become more difficult to read quickly and 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 as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

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 είδαν οι καλοί φίλους)
- 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.

## **Section C: Indicative content**

In their response, students are expected to demonstrate knowledge and understanding of society and culture through their ideas, arguments and conclusions, supported by information, references and examples from their research. Students must refer to information in the text that contributes to their ideas, arguments and conclusions thereby showing understanding of the text.

The indicative content shows that students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than about the text (understand and respond in writing to written language – AO2). This emphasis is reflected in the greater number of marks available for AO4 (20 marks) than for AO2 (10 marks). Students can demonstrate their knowledge and understanding of society and culture by providing relevant ideas/information/references /examples related to aspects such as:

- lifestyle/customs/events both current and historical
- important figures both current and historical
- public opinion, feelings, reactions and behaviour.

This list is not exhaustive. Such aspects are illustrated in the indicative content below. It is possible for an answer to be constructed without mentioning some or all of the points given below, as long as students provide alternative responses that fulfil the requirements of the question.

Question Number	Indicative content
6	<p>Students may include:</p> <ul style="list-style-type: none"> <li>• information <b>from research</b> regarding past and ongoing debates about whether the education of school children should include Ancient Greek (AO4)</li> <li>• reference <b>from research</b> regarding the different approaches to teaching Ancient Greek in high school, for example teaching through translation or through original texts, and how this has affected learning outcomes (AO4)</li> <li>• information <b>from research</b> about how the debate on the teaching of Ancient Greek may be linked to the broader debate on language and how different arguments evolved over the years (AO4); students may refer to the term 'λανθασμένα' in the <b>text</b> to refer to the different opinions surrounding the teaching of language (AO2)</li> <li>• reference <b>from research</b> as to whether knowledge of Ancient Greek helps students be better users of Greek, for example arguments about the importance of Ancient Greek in understanding etymology or the importance of devoting more contact hours to teaching the students' mother tongue, i.e. Greek (AO4); to link to this, students may refer to information in the <b>text</b> about the protest of the linguists (AO2)</li> <li>• arguments and conclusions consistent with their ideas/information/references/examples included in the response (AO4).</li> </ul>

Question Number	Indicative content
7	<p>Students may include:</p> <ul style="list-style-type: none"> <li>• information <b>from research</b> about the socio-economic and historical framework that defined the origins and development of rebetiko, for example the association with the music of Asia Minor, the lives of working class 'mangas' etc. (AO4)</li> <li>• reference <b>from research</b> to the development of rebetiko from the 1930s onward and the rise to stardom of musicians who exemplified the culture of rebetiko, for example Markos Vamvakaris and Vasilis Tsitsanis (AO4)</li> <li>• information <b>from research</b> about the particular themes that were part of the experience of a particular social group, during a particular period and informed the content of rebetiko (AO4); students may refer to the phrase 'χρονικά όρια' in the <b>text</b>, to link to an argument about whether these particular themes are tied to a historically defined past period (AO2)</li> <li>• reference <b>from research</b> to the identification of more contemporary musicians with the tradition of rebetiko and the way they built on it (AO4); to link to this, students may refer to the claim of the author in the <b>text</b> that in order to write and sing rebetiko you must live like a rebetis (AO2)</li> <li>• arguments and conclusions consistent with their ideas/information/references/examples included within the response (AO4).</li> </ul>

Question Number	Indicative content
8	<p>Students may include:</p> <ul style="list-style-type: none"> <li>• information <b>from research</b> about the bad relations between the Greek Junta and Archbishop Makarios and the reasons for this, for example the view that Ioannidis disliked Makarios because he thought he was against 'Enosis' (AO4)</li> <li>• reference <b>from research</b> to the events leading to the coup against Makarios on July 15 1974 (AO4)</li> <li>• information <b>from research</b> on the political climate and the role of politicians such as Glafcos Clerides (AO4); students may refer to the phrase 'τους φόβους τους', in the <b>text</b> to explain the attitude of various political personalities(AO2)</li> <li>• reference <b>from research</b> to the events of July 20th and their impact, for example the displacement of hundreds of thousands (AO4); to link to this, students may refer to the phrase 'τραγωδία' in the <b>text</b> (AO2)</li> <li>• arguments and conclusions consistent with their ideas/information/ references/examples included in the response (AO4).</li> </ul>

Question Number	Indicative content
9	<p>Students may include:</p> <ul style="list-style-type: none"> <li>• information <b>from research</b> regarding the refugee crisis in Greece, for example the fact that by 2018 nearly 1 million refugees and migrants passed through Greece (AO4)</li> <li>• reference <b>from research</b> regarding prevalent ideologies and conditions that affect the well-being of refugees in Greece and their integration into society (AO4)</li> <li>• information <b>from research</b> on the reasons why unaccompanied minors found themselves stranded in Greece (AO4); students may refer to the phrase 'Όταν έκλεισαν τα σύνορα πριν από δύο χρόνια' in the <b>text</b> to link to information about why this situation occurred (AO2)</li> <li>• reference <b>from research</b> regarding the work of various government bodies and NGOs and the effectiveness of their way of helping refugees who arrive in Greece (AO4); to link to this, students may refer to the phrase 'Δεν φτιάχνουμε ορφανοτροφεία, δημιουργούμε σπίτια' in the <b>text</b> (AO2)</li> <li>• arguments and conclusions consistent with their ideas/information/references/examples included in the response (AO4).</li> </ul>

