



Pearson

Mark Scheme (Results)

October 2020

Pearson Edexcel Level 3 Advanced GCE
In Greek (9GK0) Paper 03

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Summer 2020

Publications Code 9GK0_03_2006_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 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 where appropriate.

Example of short phrases with two or more words:

- Η διασκέδαση
 - Να συμμετέχουν
 - Για μία εβδομάδα.
- 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:

Text: Πολλοί νέοι αναζήτησαν σίγουρο μέλλον στο εξωτερικό.

Question: Πώς διαφέρει ο Κωνσταντίνος από άλλους Έλληνες νέους;

Rewardable answer: Δεν έφυγε από τη χώρα του.

Non-rewardable answer: Αναζήτησαν μέλλον στο εξωτερικό.

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 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: *Δεν έφυγε από τη χώρα του/Έμεινε στον τόπο του.*
- Where appropriate, responses have been separated with 'AND' for compulsory answers and 'OR' for possible answers, for example:

- *Υπήρχε οικονομική κρίση (1)*

AND

- *Δεν είχε χρήματα. (1)*

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

Any **one** of:

- *Η αγορά καλύτερων υλικών (1)*

OR

- *Τα καλύτερα μηχανήματα (1)*

- Any parts of an answer that are not essential are bracketed, for example: *Υπήρχε οικονομική κρίση (στη χώρα).*
- 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)	<p>The only correct answer is B</p> <p><i>A is not correct because it doesn't last a weekend</i></p> <p><i>C is not correct because it doesn't last 3 days</i></p> <p><i>D is not correct because it doesn't last 10 days</i></p>	(1)

Question Number	Answer	Mark
1 (ii)	<p>The only correct answer is C</p> <p><i>A is not correct because they are not just Greeks from abroad</i></p> <p><i>B is not correct because they are not just from neighbouring countries</i></p> <p><i>D is not correct because they are not locals only</i></p>	(1)

Question Number	Answer	Mark
1 (iii)	<p>The only correct answer is D</p> <p><i>A is not correct because they are not 10 house wives</i></p> <p><i>B is not correct because they are not restaurant owners</i></p> <p><i>C is not correct because they are not companies</i></p>	(1)

Question Number	Answer	Mark
1 (iv)	<p>The only correct answer is A</p> <p><i>B is not correct because it is not tradition</i></p> <p><i>C is not correct because it is not advertisement</i></p> <p><i>D is not correct because it is not to bring more people in the town</i></p>	(1)

Question Number	Answer	Mark
2 (i)	<p>The only correct answer is C</p> <p><i>A is not correct because it is not smaller</i></p> <p><i>B is not correct because it is not stable</i></p> <p><i>D is not correct because it is not very little</i></p>	(1)

Question Number	Answer	Mark
2 (ii)	<p>The only correct answer is D</p> <p><i>A is not correct because they are not cooperating</i></p> <p><i>B is not correct because they are not disagreeing</i></p> <p><i>C is not correct because they are not contesting</i></p>	(1)

Question Number	Answer	Mark
2 (iii)	<p>The only correct answer is B</p> <p><i>A is not correct because it is not buildings</i></p> <p><i>C is not correct because it is not hotels</i></p> <p><i>D is not correct because it is not centres</i></p>	(1)

Question Number	Answer	Mark
2 (iv)	<p>The only correct answer is D</p> <p><i>A is not correct because they don't want just to see things</i></p> <p><i>B is not correct because they don't just want to learn</i></p> <p><i>C is not correct because they don't just want just to understand</i></p>	(1)

Question Number	Answer	Mark
2 (v)	<p>The only correct answer is C</p> <p>A is not correct because it doesn't benefit the environment</p> <p>B is not correct because it doesn't benefit the society</p> <p>D is not correct because it doesn't benefit health</p>	(1)

Question Number	Answer	Reject	Mark
3 (a)(i)	<p>Γιατί υπήρχε οικονομική κρίση (στη χώρα). (1)</p> <p>AND</p> <p>Γιατί δεν είχε χρήματα. (1)</p>	Μπορούσε να καταστραφεί	(1)

Question Number	Answer	Reject	Mark
3 (a)(ii)	<p>Γιατί δεν ξέρει να τα παρατάει /δεν τα παρατάει. (1)</p> <p>OR</p> <p>Γιατί ήθελε/ έπρεπε να αντιδράσει στην κρίση/στην ανεργία. (1)</p> <p>(Any one)</p>	Δεν έχω μάθει να τα παρατάω.	(1)

Question Number	Answer	Reject	Mark
3 (a)(iii)	Δεν έφυγε από τον τόπο του / Έμεινε στον τόπο του. (1)	<p>Δεν ήθελε να φύγει από τον τόπο του./</p> <p>Αναζήτησαν σίγουρο μέλλον αλλού./</p> <p>Δεν ψάχνει σιγουριά.</p>	(1)

Question Number	Answer	Reject	Mark
3 (a)(iv)	Στο ότι με την επιχείρησή/τη δουλειά του προσέφερε κάτι διαφορετικό. (1)	Έκανε μια διαφορετική επιχείρηση.	(1)

Question Number	Answer	Reject	Mark
3 (a)(v)	Θα αγοράσει καλύτερα μηχανήματα. (1) OR Θα έχει καλύτερα υλικά. (1) (Any one)	Τα χρήματα από τις πωλήσεις.	(1)

Question Number	Answer	Reject	Mark
3 (b)(i)	1. Αντιμετωπίζουν μεγάλη ανεργία. (1) OR Δεν μπορούν να βρουν δουλειά. (1) 2. Δεν βρίσκουν κάπου για να μάθουν τη δουλειά. (1) OR Δεν μπορούν να μάθουν την τέχνη/ το επάγγελμα που διάλεξαν. (1) (Any one) 3. Έχουν χαμηλούς μισθούς. (1) OR Ο μισθός που παίρνουν δεν τους προσφέρει οικονομική ανεξαρτησία. (1) (Any one)	Δεν έχουν πείρα. Δεν μπορούν να βρουν ιδρύματα να μάθουν τη δουλειά. Δεν είναι ικανοποιητικοί	(3)

Question Number	Answer	Reject	Mark
3 (b)(ii)	<p>1. Αυτοί που χρησιμοποιούν το μυαλό τους./ Αυτοί που σκέφτονται. (1)</p> <p>OR</p> <p>Όσοι είναι τολμηροί. (1)</p> <p>(Any one)</p> <p>2. Η απασχόληση στην ύπαιθρο δεν ενδιαφέρει τους νέους. (1)</p> <p>3. Θα το φέρουν οι πρωτότυπες ιδέες μας. (1)</p> <p>OR</p> <p>Θα έρθει με την ποιοτική μας εργασία. (1)</p> <p>OR</p> <p>Δεν θα έρθει με το δανεισμό και τα μέτρα. (1)</p> <p>(Any one)</p>	<p>Δεν είναι παραδοσιακοί</p> <p>Η ύπαιθρος ερημώνει.</p> <p>Τα μέτρα και τα δάνεια μεγαλώνουν την κρίση.</p>	(3)

	Answer	Reject	Mark
4 (a)	Εννοεί τις (πολυάριθμες) αρνητικές επιπτώσεις της τεχνολογίας. (1)	Εννοεί τα προβλήματα της τεχνολογίας.	(1)

Question Number	Answer	Reject	Mark
4 (b)	Με το να την προστατεύει με ανωνυμία. (1)		(1)

Question Number	Answer	Reject	Mark
4 (c)	Φοιτητές παρουσιάστηκαν ως δεκάχρονοι. (1) AND Ζήτησαν επικοινωνία με συνομήλικους. (1)	Παρουσιάστηκαν με ψεύτικα στοιχεία. Αρκετοί δεν έδωσαν σωστή ηλικία.	(2)

Question Number	Answer	Reject	Mark
4 (d)	Οι ενήλικες επέμεναν να συναντηθούν με τα παιδιά. (1)	Ενήλικες έκαναν πως ήταν παιδιά./Οι ενήλικες μιλούσαν με τα παιδιά.	(1)

Question Number	Answer	Reject	Mark
4 (e)	Ξοδεύει ελάχιστο χρόνο/Περνά πολύ λίγο χρόνο στο διαδίκτυο. (1) AND Επειδή στην Ελλάδα οι επιπτώσεις της χρήσης του διαδικτύου είναι πολύ σοβαρές. (1)	Δεν ασχολείται με το διαδίκτυο.	(2)

Question Number	Answer	Reject	Mark
4 (f)	Σε παγκόσμιο επίπεδο/σε όλον τον κόσμο. (1) AND		(2)

	Με τη συνεργασία γονέων, εκπαιδευτικών και κράτους. (1)		
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SECTION B: Mark scheme (listening, reading and writing)

Question Number	Answer	Reject	Mark
5 (a) (i), (ii), (iii), (iv)	<p>Any four of the following:</p> <p><i>Πιστεύει πως: Η οικογένεια στην Ελλάδα συνεχίζει να είναι παραδοσιακή. (1)</i></p> <p><i>Οι καβγάδες με τους εφήβους είναι κάτι φυσικό. (1)</i></p> <p><i>Οι έφηβοι δεν ξέρουν τι θέλουν. (1)</i></p> <p><i>Οι γονείς πρέπει να ελέγχουν τις αποφάσεις των παιδιών τους. (1)</i></p> <p><i>Οι νέοι κάνουν λάθη, επειδή δεν έχουν πείρα. (1)</i></p> <p><i>Κανένας δεν ξέρει τους νέους καλύτερα από τους γονείς τους. (1)</i></p> <p>(Any other appropriate phrasing of the above points is acceptable)</p>	<p>Specific factual details that do not express what she thinks about the relationship between parents and their children e.g.</p> <p><i>Ζει με την κόρη της.</i></p> <p><i>Τσακωνόταν μαζί της.</i></p> <p><i>Έκανε λάθη σαν μητέρα.</i></p>	(4)

Question Number	Answer	Reject	Mark
<p>5 (b)</p> <p>(i), (ii), (iii), (iv)</p>	<p>Any four of the following:</p> <p><i>Πιστεύει πως:</i></p> <p><i>Υπάρχουν διαφωνίες γιατί δεν υπάρχει χρόνος για ήρεμο διάλογο. (1)</i></p> <p><i>Οι γονείς έχουν πολλές απαιτήσεις από τα παιδιά τους. (1)</i></p> <p><i>Δεν είναι απαραίτητο να πάει κάποιος πανεπιστήμιο, επειδή το θέλουν οι γονείς. (1)</i></p> <p><i>Οι γονείς θέλουν να πετύχουν τα παιδιά τους εκεί που απέτυχαν αυτοί. (1)</i></p> <p><i>Οι γονείς δεν καταλαβαίνουν τα παιδιά τους. (1)</i></p> <p><i>Οι γονείς δεν αφήνουν τα παιδιά τους να γίνουν ανεξάρτητα, επειδή φοβούνται. (1)</i></p> <p>Accept any alternative wording that expresses this idea.</p>	<p>Specific factual details that do not express what he thinks about the relationship between parents and their children e.g.</p> <p><i>Είναι δεκαεφτά χρονών.</i></p> <p><i>Κάθε οικογένεια έχει προβλήματα.</i></p> <p><i>Έχει συνεχώς καβγάδες με τους γονείς του.</i></p> <p><i>Θέλει να ασχοληθεί με την τηλεόραση.</i></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 at 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.

Mark grids

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)	
Mark s	Description	Mark s	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 (AO3)

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 resulting in mostly coherent writing throughout most of the response; 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 resulting in consistently coherent writing throughout; 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 (e.g. 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.

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 Mrs Lekas’s point of view in positive or negative terms consistent with the information presented in the source material, for example, agreement with the view that Greek families are traditional and parents should advise and guide their teenage children.• Any answer that describes Stefanos’s view in positive or negative terms, consistent with the information presented in the source material, for example, agreement with the view that parents try to choose a life for their children which they didn’t manage to have themselves.• Conclusions consistent with candidate’s line of argument for example children should listen to their parents’ advice as the parents have more experience of life and its problems, OR parents should not try to control their children but allow them to develop into independent adults.

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
<p>Οι δύο απόψεις είναι πολύ διαφορετικές. Η κυρία Λέκα ως γονιός η ίδια βλέπει τα πράγματα πιο ώριμα και πιστεύει ότι οι νέοι δεν έχουν πολλές εμπειρίες από τη ζωή, για να παίρνουν από μόνοι τους σωστές αποφάσεις. Οι νέοι πρέπει να ελέγχονται από τους γονείς τους, αφού είναι τα άτομα που κάνουν πολλές θυσίες γι' αυτούς.</p>	<p>Expresses judgements on the viewpoints in the spoken source</p>
<p>Ο Στέφανος είναι νέος και φαίνεται λίγο ανώριμος. Κρίνει αυστηρά τους γονείς του, ίσως επειδή ούτε αυτός τους καταλαβαίνει. Είναι φυσικό οι γονείς να ζητούν από τα παιδιά τους σπουδές, επειδή η μόρφωση είναι απαραίτητη για τον σημερινό άνθρωπο. Οι απαιτήσεις άλλωστε που έχουν οι γονείς από τα παιδιά τους αφορούν το μέλλον τους. Δεν μας ζητούν τίποτα για τους εαυτούς τους. Πιστεύω ότι είναι λάθος κάθε φορά που οι γονείς βάζουν κάποιους περιορισμούς να υποστηρίξουμε ότι δεν μας καταλαβαίνουν. Δε νομίζω ότι οι γονείς δεν θέλουν τα παιδιά τους να γίνουν ανεξάρτητα επειδή φοβούνται. Απεναντίας πιστεύω ότι περηφανεύονται όταν τα παιδιά τους είναι ανεξάρτητα. Είναι αλήθεια όμως ότι οι νέοι βιάζονται να ζήσουν μόνοι τους, ακόμα κι όταν δεν είναι έτοιμοι.</p>	<p>Expresses judgements on the viewpoints in the written source</p>
<p>Γενικά συμφωνώ με την κυρία Λέκα. Η γνώμη της είναι πιο αντικειμενική από τη γνώμη του Στέφανου για τις σημερινές σχέσεις γονέων και παιδιών. Συμφωνώ ότι οι γονείς πρέπει να μένουν πάντοτε κοντά στα παιδιά τους και να ενδιαφέρονται για τη ζωή τους. Έχουν πολλά να μας προσφέρουν με τις συμβουλές τους. Όσο για τα λάθη είναι ωραίο να τα παραδεχόμαστε όπως η κυρία Λέκα, επειδή κανείς δεν μπορεί να τα αποφύγει. Το επιχείρημα που με έπεισε περισσότερο ότι η κυρία Λέκα σκέφτεται σωστά είναι όταν λέει πως κανείς δεν αγαπά τους νέους περισσότερο από τους γονείς τους, επειδή αυτή η αγάπη και το δέσιμο είναι στη φύση μας. Όσες φορές αισθανόμαστε πίεση είναι επειδή δεν εμπιστευόμαστε τη γνώμη των γονιών μας και ενδιαφερόμαστε μόνο να κάνουμε το δικό μας.</p>	<p>Draws conclusions consistent with own viewpoints made about the spoken and written sources.</p>

