



Pearson

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE

In Greek (9GK0) Paper 01

Translation into English, Reading Comprehension  
and Writing (research task)

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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 for Section A

Misspelling is tolerated as long as it does not lead to ambiguity, for example drought misspelled as drowght would be acceptable but misspelled as draught would be unacceptable as this would lead to ambiguity.

Learners 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 Answer(s)	Reject	Mark
1	Σε μία εποχή που είναι δύσκολη για την Ελλάδα,	During a time that is difficult for Greece,	At a season	(1)
	όσον αφορά την οικονομία	with respect to the economy	as far is concerned the economy	(1)
	και τις ευκαιρίες για εργασία,	and opportunities for employment		(1)
	οι καλλιτέχνες εκφράζουν με τον δικό τους τρόπο	artists express in their own way	with their own way	(1)
	τις απόψεις τους και τις εμπειρίες τους.	their views and experiences.		(1)
	Τα γκραφίτι στους δρόμους της Αθήνας	Graffiti in the streets of Athens		(1)
	κάνουν κριτική	criticise	make criticism	(1)
	στην οικονομική πολιτική της κυβέρνησης	the government's economic policy	the economic political	(1)
	με λίγα λόγια και χιούμορ.	in a few words and with humour.		(1)
	Συχνά περιέχουν πολιτικά μηνύματα	They often include political messages	Often include	(1)

	που χαρακτηρίζονται από αισιοδοξία	that are marked/characterised by optimism	which characterise	(1)
	για το μέλλον της χώρας μας.	about the future of our country.		(1)
	Η τέχνη του δρόμου γεννήθηκε	Street art was born	The street art born	(1)
	ως αντίδραση	as a reaction	like a	(1)
	στα αίτια της οικονομικής κρίσης.	to the causes of the economic crisis.		(1)
	Εκφράζει τις καθημερινές δυσκολίες των Ελλήνων.	It expresses the day-to-day hardships of the Greeks.	Expresses...	(1)
	Δείχνει τη σκληρή πραγματικότητα	It shows the harsh realities	Shows...	(1)
	στην οποία ζουν οι άνεργοι και οι άστεγοι της πόλης.	in which the unemployed and the homeless people of the city live.	in which live	(1)
	Η ανασφάλεια και ο φόβος της φτώχειας	Insecurity and the fear of poverty		(1)
	είναι το κύριο θέμα της.	are its main focus.		(1)

**SECTION B mark scheme (reading comprehension)**

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
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>	<b>(1)</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
2(ii)	<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>	<b>(1)</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
2(iii)	<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>	<b>(1)</b>

<b>Question Number</b>	<b>Answer</b>	<b>Mark</b>
2(iv)	<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>	<b>(1)</b>

Question Number	Answer	Mark
3	Award 1 mark for each for the below. Only <b>four</b> answers are required. One mark will be deducted for each additional answer.  B, D, H, I	(4)

Question Number	Answer	Reject	Mark
4(a)	Οι κλασικές σπουδές βοηθάνε να βρεις καλύτερο επάγγελμα (1)	Οι κλασικές σπουδές	(1)

Question Number	Answer	Reject	Mark
4(b)	Η αστάθεια της οικονομίας (1)		(1)

Question Number	Answer	Reject	Mark
4(c)	Πρόβλεψε πως θα ήταν η ιατρική (1)  (αλλά) ήταν η πληροφορική (1)	Είπε πως θα ήταν οι κλασικές σπουδές/οι ξένες γλώσσες.	(2)

Question Number	Answer	Reject	Mark
4(d)	Για συμβουλές για τη διατροφή του/για υγιεινή διατροφή/για σωστή δίαιτα (1) (any one)  <b>And</b>  Γιατί δεν έχει χρόνο να ασχοληθεί/λόγω του τρόπου ζωής (1) (any one)		(2)

Question Number	Answer	Reject	Mark
5(a)	Ήταν πολύ όμορφη	Ήταν άγγελος	(1)

Question Number	Answer	Reject	Mark
5(b)	Είμαι καινούριες στο σχολείο (1)/ Ήρθαν από το εξωτερικό (1)  (any one)	Είμαι από την Αφρική	(1)

Question Number	Answer	Reject	Mark
5(c)	Δεν φόρεσε στολή (1)  <b>And</b>  Γιατί δεν έχει/δεν είχε χρόνο να την αγοράσει (1) (any one)		(2)

Question Number	Answer	Reject	Mark
5(d)	Με τη μαμά της (1)	Με τον μπαμπά της	(1)

Question Number	Answer	Reject	Mark
5(e)	Η Άννα είναι δημοφιλής/όλοι θέλουν να κάνουν παρέα με την Άννα (1) (any one)	Η Άννα μιλάει ασταμάτητα	(1)



**SECTION C mark scheme (written research task)**

**Knowledge and understanding of society and culture (via research) (AO4); Understand and respond to written language (AO2); accuracy and range of language (AO3)".**

This grid assesses students' ability to use information from their research and additional unseen written material to demonstrate knowledge and understanding of a research subject. It also assesses their ability to evaluate, draw conclusions and sustain a line of argument.

**Note:** *Students must select information from a **range** of authentic sources and must therefore refer to at least **two** research sources in their response. Responses that refer to just one **single** research source cannot be awarded marks above the band **13–18**.*

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material.	0	No rewardable material
1–4	<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>	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>
5–8	<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>	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>

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
9–12	<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>	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>
13–16	<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>	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>
17–20	<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>	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 (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"> <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. Examiners 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 (including to express literary and cinematic analysis – (see further detail below), complex language (see definition below) for a variety of purposes, including to present and justify points of view, develop arguments, draw conclusions based on understanding.

**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. 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 doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

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

### SECTION C indicative content

In evaluating the statement, students **must** refer to the unseen stimulus **and** their research findings as part of their answer. This may include:

Question Number	Indicative content
6	<p>Students may include:</p> <ul style="list-style-type: none"><li>• information <b>from research</b> about the various reforms over the years, regarding university entry requirements in Greece, for example the implications of the 1922 law, that required entrance exams instead of just a school-leaving certificate (AO4)</li><li>• reference <b>from research</b> regarding recent debates on changes, for example those introduced by governments post 2015 and how these changes affected the high school pupils who sat exams recently (AO4)</li><li>• information <b>from research</b> about how the debate on who is admitted to university may be linked to the broader discussion on the quality of education in Greece, the existence of <i>φροντιστήρια</i> and who can afford them (AO4); students may refer to the phrase ‘Τι είδους απολυτήριο είχαν όλοι αυτοί’ in the <b>text</b> to refer to questions of equity and access and to the different opinions surrounding the level of preparation required (AO2)</li><li>• reference <b>from research</b> regarding the trend for studying at universities outside Greece and the reasons why this is happening, for example concerns about the quality of education, the nature of the university entrance exams etc. (AO4); to link to this, students may refer to information in the <b>text</b> about the existence of “μία ελάχιστη βάση εισαγωγής” or “Πώς να μην φεύγουν τα παιδιά μας στο εξωτερικό;” (AO2)</li><li>• arguments and conclusions consistent with their ideas/information/ references/ examples included in the response (AO4).</li></ul>

In evaluating the statement, students **must** refer to the unseen text **and** their research findings as part of their answer. This may include:

Question Number	Indicative content
7	<p>Students may include:</p> <ul style="list-style-type: none"> <li>• information <b>from research</b> about the musicians who were instrumental in establishing the genre of rebetiko in Greece and the conditions within which they produced their music, for example the socio-political climate, leading up to the 30s etc. (AO4)</li> <li>• reference <b>from research</b> to the transition of rebetiko from a type of music enjoyed by an underclass to a genre with wider appeal, and the identification of musicians such as Papaioannou, Vamvakaris and Tsitsanis with this genre (AO4)</li> <li>• information <b>from research</b> about the sentiment and themes that became a trade mark of rebetiko and to what extent these are firmly in the past (AO4); candidates may refer to the phrases ‘μελαγχολία και ένα συναίσθημα λαχτάρας’ and ‘χαμένο κόσμο’ in the <b>text</b>, to link to an argument about whether the music of Vamvakaris and others is representative of these emotions and a bygone era (AO2)</li> <li>• reference <b>from research</b> to the importance (or not) of Vamvakaris as a representative ρεμπέτης and of his music as a primary example of the genre (AO4); to link to this, students may refer to the claim of the author in the <b>text</b> that ‘Μέσα από τη ζωή του Βαμβακάρη, μπορούμε να καταλάβουμε τι σημαίνει ρεμπέτικο’ AO2)</li> <li>• arguments and conclusions consistent with their ideas/information/references/examples included within the response (AO4).</li> </ul>



In evaluating the statement, students **must** refer to the unseen text **and** their research findings as part of their answer. This may include:

Question Number	Indicative content
8	<p>Students may include:</p> <ul style="list-style-type: none"> <li>• information <b>from research</b> about the “Cyprus problem” and the political developments that made it imperative for talks to be held between the various political stakeholders (AO4)</li> <li>• reference <b>from research</b> to the two accords between Makarios and Denktas and Kyprianou and Denktas and a summary of the important points that were discussed, for example freedom of movement and settlement (the 1977 Accord) and ‘guarantees against union with any other country, partition, or secession’ (the 1979 Accord) (AO4)</li> <li>• information <b>from research</b> on the impact of the 1977 accord with regard to the “4 points” and the abrupt death of Makarios (AO4); students may refer to the phrase ‘παραμένανε άλυτα’, in the <b>text</b> to explain the impasse (AO2)</li> <li>• reference <b>from research</b> to the impact of the 1979 discussions with regard to the efficacy of the “10 point agreement” and subsequent developments that failed to rectify the consequences of the 1974 events (AO4); to link to this, students may refer to the phrase in the <b>text</b> ‘Η κατάσταση άλλαξε τελείως μετά την «ανακήρυξη» από την τουρκική πλευρά της λεγόμενης «Τουρκικής Δημοκρατίας της Βόρειας Κύπρου» το 1983.’ (AO2)</li> <li>• arguments and conclusions consistent with their ideas/information/ references/examples included in the response (AO4).</li> </ul>

In evaluating the statement, students **must** refer to the unseen text **and** their research findings as part of their answer. This may include:

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, as it unfolded from the year 2015 and why, for example, 2015 is considered an important turning point in the crisis (AO4)</li> <li>• reference <b>from research</b> regarding the measures that have been in place, in order to address this crisis, both in terms of the national and international schemes to provide relief, for example the relocation of refugees from Greece to other European countries (AO4)</li> <li>• information <b>from research</b> on the reasons why the Aegean islands have borne the brunt of the crisis (AO4); students may refer to the phrase in the <b>text</b> ‘το ζήτημα που πλήττει κυρίως τα νησιά του βορειοανατολικού Αιγαίου’ to link to details about why this situation occurred (AO2)</li> <li>• reference <b>from research</b> regarding the infrastructure of islands such as Lesbos and the work of various relief agencies in trying to stabilise and address the crisis (AO4); to link to this, students may refer to the phrase in the <b>text</b> ‘Στήριξη των τοπικών κοινωνιών της Λέσβου με έργα και νέο ιατρικό προσωπικό’ (AO2)</li> <li>• arguments and conclusions consistent with their ideas/ information/references/examples included in the response (AO4).</li> </ul>