



## **Mark Scheme (Results)**

January 2021

Pearson Edexcel International Advanced Level  
In Greek Advanced Subsidiary (WGK01)  
Unit 1: Understanding and Written Response

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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.



## SECTION A: Reading

Question Number	Answer	Mark
1 (a)	D	1
1 (b)	C	1
1 (c)	A	1
1 (d)	B	1
1 (e)	A	1

Question Number	Answer	Mark
2 (a)	vii	1
2 (b)	i	1
2 (c)	v	1
2 (d)	ii	1
2 (e)	iii	1

Question Number	Answer	Mark
3 (a)	C	1
3 (b)	B	1
3 (c)	D	1
3 (d)	A	1
3 (e)	B	1
3 (f)	C	1
3 (g)	B	1
3 (h)	D	1
3 (i)	D	1
3 (j)	B	1

Question Number	Acceptable answers	Mark
4 (a)	Όταν είναι παιδί.	1
4 (b)	Αρνητικά / Θυμώνουν (1) και χωρίς έκπληξη / δεν εκπλήσσονται (1).	2
4 (c)	Βιβλία χωρίς στερεότυπα.	1
4 (d)	Δημοσιογράφος.	1
4 (e)	Στις δύο τελευταίες τάξεις / Πέμπτη και Έκτη (Δημοτικού).	2
4 (f)	Οι άντρες μπορούν να κάνουν σχεδόν ό,τι επάγγελμα θέλουν. / Είναι πρωταγωνιστές. (1) Οι γυναίκες είναι νοικοκυρές / λιγότερο ικανές. (1)	2
4 (g)	Οι δάσκαλοι. (1) ή Οι γονείς. (1)	1

## Section B: Grammar

Question Number	Acceptable answers	Mark
5 (a)	Τα στερεότυπα είναι σαν (τους) κανόνες.	1
5 (b)	Τα αγόρια φέρονταν ηρωικά. / Τα αγόρια φέρονταν σαν ήρωες.	1
5 (c)	Ήταν πάντα διαφορετικά για όλους.	1
5 (d)	Τώρα που είμαστε μεγάλοι (μεγαλύτεροι / πιο μεγάλοι).	1
5 (e)	Γίνεται το ίδιο.	1
5 (f)	Στα είκοσι χρόνια που πέρασαν από τότε που αποφοίτησα από το σχολείο.	1
5 (g)	Ένα άρθρο που γράφτηκε πρόσφατα έδειξε το αντίθετο.	1
5 (h)	Οι άντρες και οι γυναίκες παρουσιάζονται ως άνισοι.	1
5 (i)	Ποιοι ασχολούνται με πιο παραδοσιακά επαγγέλματα;	1
5 (j)	Αν και οι άντρες και οι γυναίκες είναι διαφορετικοί, είναι ίσοι. / Οι άντρες και οι γυναίκες, αν και είναι διαφορετικοί, είναι ίσοι.	1

Question Number	Answer	Mark
6 (a)	προτίμησαν	1
6 (b)	αποφάσισαν	1
6 (c)	φύγουν	1
6 (d)	δείχνουν / έδειξαν	1
6 (e)	συναγωνιστεί / συναγωνίζεται	1
6 (f)	αφορά	1
6 (g)	γράφτηκαν	1
6 (h)	μετακόμισαν	1
6 (i)	σπουδάζουν	1
6 (j)	ήρθαν(ε)	1



## SECTION C: Writing

Question Number	Suggested answer	Mark
7	<p>Σύντομη εισαγωγή</p> <p>Στην οικογένειά μου συνηθίζουμε να τρώμε όλοι μαζί ... / Λόγω του ότι και οι δυο γονείς μου δουλεύουν σπάνια τρώμε οικογενειακά ...</p> <p>Θα προτιμούσα να τρώγαμε πιο υγιεινά φαγητά και λιγότερο κρέας, γιατί ... / Θα ήθελα να τρώγαμε πιο συχνά έξω, γιατί ...</p> <p>Είμαστε όλοι πολύ απασχολημένοι και αυτός είναι ο λόγος που συχνά η οικογένεια δεν τρώει συγκεντρωμένη την ίδια ώρα ...</p> <p>Η σωστή διατροφή είναι απαραίτητη για την υγεία και γι' αυτό πρέπει να ...</p> <p>Σύντομος επίλογος</p>	30

Level	Descriptor
0	<ul style="list-style-type: none"> <li>No rewardable material.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence.</li> <li>The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.</li> </ul>
4-6	<ul style="list-style-type: none"> <li>The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence.</li> <li>The piece is occasionally coherent and while there is some digression from the topic, the overall theme or purpose is generally clear.</li> </ul>
7-9	<ul style="list-style-type: none"> <li>The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence.</li> <li>The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.</li> </ul>
10-12	<ul style="list-style-type: none"> <li>The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence.</li> <li>The piece is mostly coherent and while there may be occasional ambiguity or digression from the topic, these appear to be aberrations in an otherwise pertinent piece of work.</li> </ul>
13-15	<ul style="list-style-type: none"> <li>The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension.</li> <li>The piece is entirely coherent and while there may be very minor ambiguities or digression from the topic, the piece is confident, fluent, pertinent and purposeful.</li> </ul>

Question Number	Quality of language (AO2)
<b>7</b>	
Level	Descriptor
0	<ul style="list-style-type: none"> <li>• No rewardable material.</li> </ul>
1–3	<ul style="list-style-type: none"> <li>• Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task.</li> <li>• Lexis and grammar may not be accurate, with a high degree of repetition.</li> </ul>
4–6	<ul style="list-style-type: none"> <li>• Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task.</li> <li>• Lexis and grammar are occasionally accurate.</li> </ul>
7–9	<ul style="list-style-type: none"> <li>• Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task.</li> <li>• Good control of basic language, but there may be errors particularly with more complex structures/lexis.</li> </ul>
10–12	<ul style="list-style-type: none"> <li>• Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task.</li> <li>• Only occasional lapses in lexical and grammatical control.</li> </ul>
13–15	<ul style="list-style-type: none"> <li>• Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task.</li> <li>• Very good control/accuracy with very few errors.</li> </ul>

