Mark Scheme

Summer 2019 (Results)

Pearson Edexcel International GCSE
In Greek (4GK1)
Paper 2 Writing

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

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.

Question number	Indicative content	Mark
1	Indicative content may include: • Περιγραφική αναφορά του τόπου παρουσιάζοντας φυσικές ομορφιές και ενδιαφέροντα μνημεία, κάστρα, χώρους, ιδρύματα, μουσεία, εκκλησίες, γαστρονομικούς ή οινολογικούς χώρους κτλ., που πλαισιώνουν αυτόν τον τόπο. • Σκέψεις και συναισθήματα για τον τόπο λ.χ. χαρά, συγκίνηση, αγάπη, ενθουσιασμό, έκπληξη κτλ., που γεννιούνται από την επίσκεψη του τόπου και αιτιολόγησή τους. • Τι μπορεί να κάνει κανείς σ' αυτόν τον τόπο π.χ. επίσκεψη, μπάνιο στη θάλασσα, ορειβασία, παρακολούθηση συναυλίας ή θεάτρου, παρακολούθηση δημιουργικών σεμιναρίων κτλ. επεξηγώντας πόσο σημαντικό είναι να χρησιμοποιούμε τον χρόνο μας ευχάριστα αλλά και δημιουργικά.	**(25)**

Question number	Indicative content	Mark
2	Indicative content may include: • Αναφορά στην φιλανθρωπική οργάνωση, το έργο της και τους στόχους της στην προώθηση της ομαλής οργάνωσης της κοινωνίας. • Αιτιολογία της αναγκαιότητας της συμμετοχής των μαθητών στην εκδήλωση για την ενίσχυση των σκοπών της οργάνωσης. • Ποια τα οφέλη της συμμετοχής των μαθητών π.χ. άμεση/ πρακτική βοήθεια σε όσους την έχουν ανάγκη (ανθρώπους, ζώα ή φύση), ανταλλαγή απόψεων/ ανάπτυξη διαλόγου, ενημέρωση/ευαισθητοποίηση, κοινωνικοποίηση, αλληλεγγύη, διάδοση παγκόσμιων αξιών (όπως π.χ. προστασία του περιβάλλοντος, φροντίδα για τους ηλικιωμένους), ανθρώπινο αίσθημα διάπραξης του καλού/ ηθική ικανοποίηση.	**(25)**

Question number	Indicative content	Mark
3	Indicative content may include: • Αναφορά στα περιβαλλοντικά προβλήματα της περιοχής, π.χ. ατμοσφαιρική ρύπανση, αποδάσωση, έλλειψη νερού, ρύπανση θαλασσών κτλ. • Προτάσεις για να βοηθήσουμε το περιβάλλον, λ.χ. ανακύκλωση, αξιοποίηση των μέσων μεταφοράς, αναδάσωση, χρήση συσκευών με ενεργειακή απόδοση κτλ. • Αιτιολόγηση της βελτίωσης της ποιότητας της ζωής μας, όταν προστατεύουμε το περιβάλλον, γιατί το περιβάλλον νιώθει και ανταποδίδει ό,τι του δίνουμε (αγάπη/ καλοσύνη ή έχθρα και καταστροφή).	**(25)**

Questions 1, 2 and 3 (25 marks)

For these questions, students' work is marked by Pearson using assessment criteria given in the following two mark grids:

- communication and content
- application and accuracy of language.

The grids will be applied twice, once for each piece of writing individually.

Communication and content mark grid

Mark	Descriptor
0	No rewardable material.
1–3	- Communication is at a basic level and points made are of limited relevance. - Task shows little focus on the purpose and intended reader. - Piece shows limited evidence of coherence.
4–6	- Communication is generally appropriate and relevant points are made, with ambiguity. - Task is generally focused on the purpose and intended reader. - Piece is linked using structural techniques.
7–9	- Communicates clearly and a range of relevant points are made. There may be some areas of ambiguity but the overall response is clear. - Task is clearly focused on the purpose and intended reader. - Piece is clearly linked, using structural techniques.
10–12	- Communicates effectively, and response to the task is comprehensive and relevant, with no ambiguity. - Task is securely focused on the purpose and intended reader. - Piece is effectively linked, using a range of structural techniques.
13–15	- Communication is subtle at times and response to the task is fully comprehensive and relevant. - Task is sharply focused on the purpose and intended reader. - Piece is linked, using structural techniques in a sophisticated and skilful way.

Additional guidance

Structural techniques: these include cohesive devices such as transitional phrases, linking words and subordinate clauses, paragraphing, use of connectives, repetition, alliteration, extended metaphor.

Mark	Descriptor
0	No rewardable material.
1–2	· Language is basic and a limited range of vocabulary is employed. · Basic language structures are used. · Spelling is sometimes accurate.
3–4	· Language is generally appropriate to the task and a range of vocabulary is employed. · Basic language structures are used successfully. · Spelling of simple and more complex words is generally accurate.
5–6	· Language is appropriate to the task and a range of suitable vocabulary is employed. · More complex language structures are used, with some success. · Spelling of a range of words is mostly accurate.
7–8	· Language is often used imaginatively and a wide range of suitable vocabulary is employed. · Effective use of a range of language structures. · Spelling is almost always accurate.
9–10	· Language is consistently used imaginatively and a wide range of well-chosen vocabulary is employed. · Ambitious and confident use of a range of language structures. · Spelling is consistently accurate, including challenging vocabulary.

Additional guidance

Language structures

Basic language structures: these include high-frequency regular and common irregular verbs (for example τρώω) in the present, future and past tenses of the active voice, and common parisyllabic nouns and adjectives (for example ο άνθρωπος, έξυπνος, έξυπνη, έξυπνο); imparisyllabic neuter nouns (for example το γράμμα).

Complex language structures: these include first and second conjugation verbs, and irregular verbs in all tenses of the passive voice; imparisyllabic masculine and feminine nouns and adjectives (for example ο βοριάς, η αίτηση, απών-απούσα-απόν); passive participles.