



Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE

In Greek (9GK0/01)

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.

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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 πρόσφατο άρθρο σε βρετανική εφημερίδα,	In a recent article in a British newspaper,		(1)
	νέοι και νέες από την Ελλάδα	young men and women from Greece	Young from Greece	(1)
	μίλησαν για τις απόψεις τους	spoke about their opinions	said their opinions	(1)
	για τις εκλογές που έρχονται.	on the upcoming elections.		(1)
	Η 19χρονη Ζωή αναφέρει ότι	19 year old Zoe says that		(1)
	οι περισσότεροι φίλοι της δείχνουν	most of her friends show	most of her friends point	(1)
	μια έλλειψη ενδιαφέροντος για την πολιτική κατάσταση.	a lack of interest in the political situation.		(1)
	Ο πατέρας της Ζωής έχασε τη δουλειά του	Zoe's father lost his job	missed his work	(1)
	στην αρχή της κρίσης και νιώθει	at the beginning of the crisis and he feels		(1)
	πολύ απογοητευμένος από τους πολιτικούς.	very disappointed with politicians.	very disappoint	(1)
	«Ξέρω πολλούς ανθρώπους	"I know a lot of people		(1)
	που δεν έχουν ιδέα	who have no idea		(1)
	ποιο κόμμα να ψηφίσουν.	which party they are going to vote for.	which comma	(1)

	Βλέπουν τις οικογένειές τους να υποφέρουν	They see their families suffer	They see their families in order to suffer	(1)
	λόγω της οικονομικής κατάστασης	because of the economic situation		(1)
	και νιώθουν ότι τίποτα	and they feel that nothing		(1)
	δεν θα αλλάξει.	will change.	will not change	(1)
	Δεν πιστεύουν πως μια συγκεκριμένη κυβέρνηση	They don't believe that any particular government	particular party	(1)
	θα μπορέσει να φέρει	will be able to bring		(1)
	την αλλαγή που όλοι επιθυμούν».	the change that everyone wants.”		(1)

SECTION B mark scheme (reading comprehension)

Question Number	Answer	Mark
2(i)	<p>The only correct answer is D</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
2(ii)	<p>The only correct answer is C</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>The only correct answer is A</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(iv)	<p>The only correct answer is C</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
3	Award 1 mark for each of the below. Only four answers are required. One mark will be deducted for each additional answer. A, C, G, H	(4)

Question Number	Answer	Reject	Mark
4(a)	Δεν τους αρέσουν/ Διαφωνούν (1)	Την κοροϊδεύουν Λένε πως ντύνεται αγορίστικα	(1)

Question Number	Answer	Reject	Mark
4(b)	Τα πάει καλά με τα παιδιά/ Του αρέσει να απασχολεί τα παιδιά με δραστηριότητες (1)	Τα μικρότερα παιδιά στη γειτονιά τον αγαπάνε	(1)

Question Number	Answer	Reject	Mark
4(c)	Είναι 15 χρονών (1) Ο κόσμος/το περιβάλλον τους διαφωνεί με τις επιλογές τους/ δέχονται αρνητικά σχόλια για τις προτιμήσεις τους (1) Δεν πιστεύουν στα στερεότυπα του φύλου/ οι επιλογές τους δεν συμβαδίζουν με τα στερεότυπα του φύλου (1) (Any two)	Πηγαίνουν στο ίδιο σχολείο Τα σχέδιά τους εξαρτώνται από τα στερεότυπα για το φύλο Θέλουν να κάνουν επαγγέλματα που δεν τους ταιριάζουν	(2)

Question Number	Answer	Reject	Mark
4(d)	Δεν παίρνουν καλούς βαθμούς (1) And Αποφασίζουν να μην σπουδάσουν θετικές επιστήμες / νομίζουν πως	Ακούνε κριτικές/ακούνε πως τα κορίτσια δεν έχουν κλίση στις θετικές επιστήμες	(2)

	δεν είναι καλές στις θετικές επιστήμες (1)		
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Question Number	Answer	Reject	Mark
5(a)	Δεν πουλούσαν πολλά εισιτήρια / ο κόσμος δεν πήγαινε στο θέατρο (1) Χρωστούσαν λεφτά / είχαν χρέη (1) Φοβόταν την ανεργία (1) (Any two)	Είχαμε μόνο είκοσι θεατές Ήταν μόνος στο γραφείο	(2)

Question Number	Answer	Reject	Mark
5(b)	Είχε πολύ συνηθισμένο όνομα (1)	Τον λένε Γιώργο Καραγιάννη Πολλοί διάσημοι έχουν αυτό το όνομα	(1)

Question Number	Answer	Reject	Mark
5(c)	Για να δει τον αδελφό του (1)	Για να μ' επισκεφτεί Για να δει ένα κορίτσι	(1)

Question Number	Answer	Reject	Mark
5(d)	Νόμιζε πως ήταν φάρσα (1)	Δεν ασχολήθηκε	(1)

Question Number	Answer	Reject	Mark
5(e)	Γιατί η τιμή ήταν ακριβή (1) Γιατί ζητούσαν όλα τα λεφτά μπροστά (1) (any one)	Δέχτηκε αμέσως	(1)

SECTION C mark scheme (written research task)**Knowledge and understanding of society and culture (via research) (A04);****Understand and respond to written language (A02); accuracy and range of language (A03).**

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 (A04)		Understand and respond to written language (A02)	
Marks	Description	Marks	Description
0	No rewardable material.	0	No rewardable material
1–4	<ul style="list-style-type: none"> Limited, straightforward, predictable ideas expressed on culture and society; limited information/examples/references from research to support ideas; limited focus on the research subject. 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. 	1–2	<ul style="list-style-type: none"> 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.
5–8	<ul style="list-style-type: none"> 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. 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. 	3–4	<ul style="list-style-type: none"> 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.

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"> Relevant, straightforward ideas expressed about culture and society, sometimes supported by information/examples/references from research; occasional loss of focus on the research subject. 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. 	5–6	<ul style="list-style-type: none"> 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.
13–16	<ul style="list-style-type: none"> 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. Critical analysis of culture and society demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions. 	7–8	<ul style="list-style-type: none"> Mostly uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture.
17–20	<ul style="list-style-type: none"> Relevant, perceptive ideas expressed about culture and society, consistently supported by pertinent information/examples/references from research; focused on the research subject throughout. Critical analysis of culture and society demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions. 	9–10	<ul style="list-style-type: none"> Consistently uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture.

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">Limited variation in the use of grammatical structures and vocabulary, limited use of complex language; limited variation of expression relying on rehearsed language that may be irrelevant; communication is sometimes restricted/stilted.Limited sequences of accurate language; often errors occur that hinder clarity of communication and sometimes prevent meaning being conveyed.
3–4	<ul style="list-style-type: none">Occasional variation in the use of grammatical structures and vocabulary, with use of repetitive complex language, resulting in occasional variation of expression; occasional sequences of articulate writing.Occasional sequences of accurate language; sometimes errors occur that 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, with use of some repetitive complex language, resulting in some variation of expression; some sequences of articulate writing.Some sustained sequences of accurate language; occasionally errors occur that hinder clarity of communication.
7–8	<ul style="list-style-type: none">Frequent variation in use of grammatical structures and vocabulary, including examples of complex language, resulting in frequent variation of expression and predominantly articulate writing.Accurate language throughout most of the response; errors occur but rarely hinder clarity of communication.
9–10	<ul style="list-style-type: none">Consistent variation in use of grammatical structures and vocabulary, including different types of complex language, expressing ideas in a variety of ways, resulting in articulate writing.Accurate language throughout; any errors do not hinder clarity of the communication

SECTION C indicative content

In evaluating the statement “**Η κατάργηση της Τέχνης στο Λύκειο μας πάει πίσω, όχι μπροστά**”, 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">• information from research regarding past and recent changes to the curriculum, the prioritisation of certain subjects over others and allocation of instructional time (AO4)• reference from research regarding the recent decision to remove Art education from certain High School years, even though, for example, some subjects, such as Line Drawing, are requirements for being admitted to study Architecture at University. Raising questions such as, for example, how high school students interested in studying Fine Arts at university can prepare for entrance exams, is a valid approach (AO4)• information from research about how the debate as to what is included in the curriculum may be linked to the broader discussion about the role of education, the quality of education in Greece, the existence of private tutoring for some subjects and who can afford it (AO4); students may refer to the phrase ‘δεν υπάρχουν αρκετοί καθηγητές να τα διδάξουν’ in the text to refer to the issue of staffing and the possibility that students’ perceived lack of interest in Art may have to do with the lack of specialist teaching (AO2)• reference from research regarding the importance of a holistic education and the role of the arts in promoting humanistic qualities, interpersonal skills, developing motor skills and creativity or enhancing awareness and respect of others. Alternatively, students may argue that investing in Art education is not a sound approach in the current economic and professional climate in Greece and takes time away from important core subjects (AO4); to link to this, students may refer to information in the text about ‘εκτιμούν τα οφέλη από τη σχέση των παιδιών με τη μουσική, τον χορό, το θέατρο’ (AO2)• arguments and conclusions consistent with their ideas/information/references/examples included in the response. (AO4)

In evaluating the statement **“Το ρεμπέτικο δεν έχει καμία καλλιτεχνική αξία”** 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"> • information from research about the controversy around the artistic and cultural value of rebetiko, for example, the negative critique of the 1930s that labelled them as songs by and for an underclass of people, that ought to be banned, despite their popularity (AO4); students may refer to the phrase in the text ‘Στη συνέχεια μάλιστα ζητά από τη διοίκηση του ραδιοφωνικού σταθμού την απαγόρευση πολλών ρεμπέτικων τραγουδιών.’ (AO2) • information from research about studies of rebetiko by writers, scholars and musicians. For example, Elias Petropoulos wrote a book about Rebetiko and filmmakers like Costas Ferris and Manousos Manousakis made films about it and about famous singers like Tsitsanis. Contemporary singers, such as Giorgos Dalaras, recorded ‘50 Χρόνια Ρεμπέτικο Τραγούδι’ in 1975 (AO4) • reference from research about the aspects of rebetiko that made them synonymous with orientalist and “un-Greek” musical traditions and culture, for certain people (AO4); students may refer to the phrase in the text ‘Όταν όμως σκεφτεί κανείς τον Πλάτωνα και τον Αριστοτέλη και προσπαθήσει να τοποθετήσει έναν απ’ αυτούς κοντά ή στον Μπαχ ή στον τούρκικο αμανέ, πού θα πάει πιο κοντά;’ (AO2) • reference from research about the origins of rebetiko, its links to Byzantine music, its influence on subsequent genres such as ‘το λαϊκό τραγούδι’ and its importance as historical evidence of a marginalised section of Greek society, for example the poor urban populations and refugee neighbourhoods in Thessaloniki and Athens (AO4) • arguments and conclusions consistent with their ideas/ information/references/examples included within the response. (AO4)

In evaluating the statement “**Οι πρόσφυγες του 1974 αντιμετώπισαν δυσκολίες και ένα αβέβαιο μέλλον**”, 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"> information from research about the extent of the refugee problem following July 1974. For example, by mid-August there were 160,000 refugees from the Nicosia and Ammochostos prefectures. In September 1974 the number of refugees rose to 193,576, out of which 160,997 were in dire need of help on a daily basis (AO4) reference from research about the situation that the refugees faced and the infrastructure that provided shelter and basic services to them. For example, many thousands were housed in tents in the open air or in schools and churches. Eventually 30,000 were able to return to their homes near the Green Line (AO4) information from research about the difficulties and uncertainty faced by those who lost their homes and their jobs. Approximately 60,000 moved to Greece and many sought to start a new life in the UK. They remained in limbo for many years, as a result of the agreement between Kyprianou and Papandreou that precluded granting Greek citizenship to the refugees (AO4); students may refer to the phrase in the text ‘Διατήρησαν όμως για χρόνια την κυπριακή τους υπηκοότητα, έστω κι αν δεν μπορούσαν να ψηφίσουν στην Κύπρο.’ to illustrate this point (AO2) reference from research to the support that refugees received. From 1974-1980 Greek Cypriots were admitted to most university departments in Greece without exams and they were given priority for university housing and free meals (AO4); students may use this example to explain the phrase in the text ‘Το ελληνικό κράτος προσέφερε για ένα χρονικό διάστημα, από το ’74 και μετά, στήριξη και βοήθεια στους 50.000 με 60.000 Ελληνοκυπρίους, για να ζήσουν, να σπουδάσουν και να εργαστούν.’ (AO2) arguments and conclusions consistent with their ideas/information/references/examples included in the response. (AO4)

In evaluating the statement “**Η Ελλάδα δεν μπορεί να λύσει μόνη της την προσφυγική κρίση**”, 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"> information from research about the extent of the refugee crisis in Greece, as it unfolded from the year 2015 to this day (AO4) reference from research to the challenges regarding issues of infrastructure and Greece’s readiness and willingness to accommodate the refugees and unaccompanied minors that reached its shores. For example, the Moria refugee camp was constructed for 3,100 people but in 2020 accommodated more than 20,000 (AO4) reference from research regarding the humanitarian work and measures that have been taken, at government and non-government level, to provide relief to the refugees (AO4); students may refer to the phrase in the text ‘τα προγράμματα αλληλεγγύης και βοήθειας προς τους πρόσφυγες εξακολουθούν να προσφέρουν πολύτιμο έργο’ in order to link to their argument (AO2) information from research about the reasons why Greece may not have seen adequate support and solidarity from other countries in the European Union, while islands like Lesbos serve as a ‘holding station’ for refugees seeking asylum in the EU (AO4); students may refer to the phrase in the text ‘Δυστυχώς, όμως, η Ευρώπη δεν δείχνει την ίδια αλληλεγγύη’ in order to link to their argument (AO2) arguments and conclusions consistent with their ideas/ information/references/examples included in the response. (AO4)

