



Pearson

Mark Scheme (Results)

Summer 2017

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.

Question Number	Answer	Mark
1 (a)	C	(1)

Question Number	Answer	Mark
1 (b)	B	(1)

Question Number	Answer	Mark
1 (c)	B	(1)

Question Number	Answer	Mark
1 (d)	A	(1)

Question Number	Answer	Mark
1 (e)	C	(1)

Question Number	Answer	Mark
2 (a)	vi	(1)

Question Number	Answer	Mark
2 (b)	i	(1)

Question Number	Answer	Mark
2 (c)	iv	(1)

Question Number	Answer	Mark
2 (d)	vii	(1)

Question Number	Answer	Mark
2 (e)	v	(1)

Question Number	Answer	Mark
3 (a)	B	(1)

Question Number	Answer	Mark
3 (b)	A	(1)

Question Number	Answer	Mark
3 (c)	B	(1)

Question Number	Answer	Mark
3 (d)	D	(1)

Question Number	Answer	Mark
3 (e)	B	(1)

Question Number	Answer	Mark
3 (f)	A	(1)

Question Number	Answer	Mark
3 (g)	C	(1)

Question Number	Answer	Mark
3 (h)	D	(1)

Question Number	Answer	Mark
3 (i)	C	(1)

Question Number	Answer	Mark
3 (j)	D	(1)

Question Number	Answer	Mark
4 (a)	Η φίλια τον βοηθάει (i) να γίνει ανεξάρτητος και (ii) να ανακαλύψει τον κόσμο.	(2)

Question Number	Answer	Mark
4 (b)	Ένα από τα παρακάτω: Θετικά. / Ως ιδανικούς φίλους. / Χωρίς ελαττώματα.	(1)

Question Number	Answer	Mark
4 (c)	Ένα από τα παρακάτω: Νιώθει πιο άνετα να μιλάει με τους φίλους του. / Νιώθει ότι οι φίλοι του τον καταλαβαίνουν περισσότερο από τους γονείς του. / Νιώθει ότι οι γονείς του δεν τον καταλαβαίνουν τόσο καλά όσο οι φίλοι του.	(1)

Question Number	Answer	Mark
4 (d)	Νιώθει αποδεκτός / ότι τον αποδέχονται.	(1)

Question Number	Answer	Mark
4 (e)	Ένα από τα παρακάτω: Ότι μπορούμε να καταλάβουμε τον χαρακτήρα κάποιου από τους φίλους του. / Ότι διαλέγουμε φίλους παρόμοιους μ' εμάς.	(1)

Question Number	Answer	Mark
4 (f)	Η εμπιστοσύνη.	(1)

Question Number	Answer	Mark
4 (g)	Ένα από τα παρακάτω: Αρνητικά. / Με ανησυχία. / Φοβούνται ότι οι φίλοι του μπορούν να επηρεάσουν το παιδί τους.	(1)

Question Number	Answer	Mark
4 (h)	Ένα από τα παρακάτω: Όταν είναι υπομονετικοί. / Όταν δείχνουν κατανόηση. / Όταν δεν κάνουν έντονη κριτική. / Όταν δεν ελέγχουν το παιδί τους υπερβολικά.	(1)

Question Number	Answer	Mark
4 (i)	Ένα από τα παρακάτω: Όταν υπάρχει αυστηρή κριτική. / Όταν υπάρχει υπερβολικός έλεγχος. / Όταν δεν δείχνουν υπομονή. / Όταν δεν δείχνουν κατανόηση.	(1)

Question Number	Answer	Mark
5 (a)	Οι έφηβοι δεν βλέπουν ότι οι φίλοι τους έχουν ελαττώματα.	(1)

Question Number	Answer	Mark
5 (b)	Οι φίλιες μεταξύ (των) εφήβων είναι συνήθως πολύ στενές.	(1)

Question Number	Answer	Mark
5 (c)	Ο χρόνος που ξοδεύουν με τους φίλους τους τούς ευχαριστεί.	(1)

Question Number	Answer	Mark
5 (d)	Οι έφηβοι διαλέγουν φίλους που δεν διαφέρουν από αυτούς. / Οι έφηβοι δεν διαλέγουν φίλους που διαφέρουν από αυτούς.	(1)

Question Number	Answer	Mark
5 (e)	Τους ενώνουν οι ίδιοι στόχοι και σχέδια για το μέλλον.	(1)

Question Number	Answer	Mark
5 (f)	Δείξε μου τον φίλο σου και θα σου πω ποιος είσαι.	(1)

Question Number	Answer	Mark
5 (g)	Οι γονείς πολλές φορές νιώθουν ανησυχία / ανήσυχτοι για τις παρέες των εφήβων.	(1)

Question Number	Answer	Mark
5 (h)	Φοβούνται ότι οι φίλοι του επηρεάζουν το παιδί τους υπερβολικά.	(1)

Question Number	Answer	Mark
5 (i)	Υπάρχει δυνατότητα να βοηθήσουν. / Έχουν τη δυνατότητα να βοηθήσουν.	(1)

Question Number	Answer	Mark
5 (j)	Έτσι κερδίζεται η εμπιστοσύνη του.	(1)

Question Number	Answer	Mark
6 (a)	βοηθήσεις	(1)

Question Number	Answer	Mark
6 (b)	βρίσκεται	(1)

Question Number	Answer	Mark
6 (c)	ξεκίνησαν / είχαν ξεκινήσει	(1)

Question Number	Answer	Mark
6 (d)	να γίνουν / γίνουν	(1)

Question Number	Answer	Mark
6 (e)	προωθούν	(1)

Question Number	Answer	Mark
6 (f)	συνεργάζονται / έχουν συνεργαστεί	(1)

Question Number	Answer	Mark
6 (g)	ενδιαφέρεται	(1)

Question Number	Answer	Mark
6 (h)	διαρκούν	(1)

Question Number	Answer	Mark
6 (i)	αφορούσαν	(1)

Question Number	Answer	Mark
6 (j)	έχει πάρει / πήρε	(1)

Question Number	Content and communication (AO1)
7	<p>The candidate should have referred to the following:</p> <p>Μικρή εισαγωγή</p> <p>Τα πλεονεκτήματα του να ζεις σε μία σύγχρονη μεγαλούπολη είναι πολλά ...</p> <p>Από την άλλη πλευρά, οι κάτοικοι των μεγάλων αστικών πόλεων αντιμετωπίζουν σοβαρά προβλήματα. Για μένα το σημαντικότερο πρόβλημα είναι ...</p> <p>Αναμφίβολα, η ζωή στην επαρχία διαφέρει αρκετά από αυτή των πόλεων. Έχει θετικά αλλά και αρνητικά στοιχεία...</p> <p>Εγώ θα προτιμούσα να ζήσω</p> <p>Μικρός επίλογος</p>
Level	Descriptor
0	<ul style="list-style-type: none"> No rewardable material.
1–3	<ul style="list-style-type: none"> The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
4–6	<ul style="list-style-type: none"> 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. The piece is occasionally coherent and while there is some digression from the topic, the overall theme or purpose is generally clear.
7–9	<ul style="list-style-type: none"> 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. The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.
10–12	<ul style="list-style-type: none"> 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. 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.
13–15	<ul style="list-style-type: none"> The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension. 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.

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

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