



Pearson

Mark Scheme

January 2018

Pearson Edexcel International Advanced Level
In Greek Advanced Subsidiary (WGK01) Paper 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)	B	1
1 (b)	C	1
1 (c)	B	1
1 (d)	A	1
1 (e)	C	1

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

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

Question Number	Acceptable answers	Mark
4 (a)	Ο ήλιος (1) και η θάλασσα (1).	2
4 (b)	Οποτεδήποτε. / Όλο τον χρόνο.	1
4 (c)	Ένα από τα ακόλουθα: Θετικά. (1) Τους αρέσει. (1) Τον βλέπουν ως μέσο για την ανάπτυξη του τόπου τους. (1)	1
4 (d)	Ένα από τα ακόλουθα: Για να ανακαλύψει νέους κόσμους / νέους πολιτισμούς. Για να έχει πρωτότυπες εμπειρίες.	1
4 (e)	Τα πολυτελή ξενοδοχεία (1) και την έντονη νυχτερινή ζωή (1).	2
4 (f)	Η ευαισθησία για το περιβάλλον. / Ο σεβασμός για το περιβάλλον.	1
4 (g)	Ένα από τα ακόλουθα: Να περπατήσει στο βουνό / στη φύση. Να μαγειρέψει στιφάδο. Να δει πώς φτιάχνουν κρασί.	1
4 (h)	Ένα από τα ακόλουθα: Προτιμάει διακοπές που δεν κοστίζουν πολύ. (1) Προτιμάει διακοπές που του προσφέρουν ξεκούραση. (1)	1

Section B: Grammar

Question Number	Acceptable answers	Mark
5 (a)	Ο ήλιος της Ελλάδας δεν φαίνεται να επηρεάζεται από την κρίση.	1
5 (b)	Τα τελευταία χρόνια μεγάλωσε το ενδιαφέρον για τον εναλλακτικό τουρισμό.	1
5 (c)	Δεν πρόκειται απλά για μια νέα μόδα, αλλά για μια νέα φιλοσοφία τουρισμού.	1
5 (d)	Όχι μόνο ταξιδεύουν πολύ, αλλά είναι και ενημερωμένα.	1
5 (e)	(Ο) σκοπός τους είναι οι πρωτότυπες εμπειρίες.	1
5 (f)	Δεν τους ενδιαφέρουν τα πολυτελή ξενοδοχεία.	1
5 (g)	Πολλοί/Όλοι στην Ευρώπη γνωρίζουν τον εναλλακτικό τουρισμό. / Στην Ευρώπη γνωρίζουν τον εναλλακτικό τουρισμό (πολύ) καλά.	1
5 (h)	Ο στόχος είναι η άφιξη τουριστών με ειδικά ενδιαφέροντα.	1
5 (i)	Έτσι, η χώρα άρχισε να γίνεται πλέον ένας δημοφιλής τουριστικός προορισμός.	1
5 (j)	Όμως, παρά τα θετικά, δεν επιλέγεται από όλους.	1

Question Number	Answer	Mark
6 (a)	αποτελεί	1
6 (b)	έδειξαν / έχουν δείξει / δείχνει	1
6 (c)	συμμετείχαν	1
6 (d)	αποκάλυψε	1
6 (e)	παρουσίαζαν	1
6 (f)	βρίσκονται	1
6 (g)	πέρασε	1
6 (h)	διατήρησε	1
6 (i)	οδηγήσουν	1
6 (j)	βασίζεται	1

SECTION C: Writing

Question Number	Suggested answer	Mark
7	<p>Μικρή εισαγωγή</p> <p>Πιστεύω ότι στη σημερινή εποχή είναι αρκετά δύσκολο για ένα νέο να βρει δουλειά. Ο λόγος γι' αυτό είναι ότι ...</p> <p>Σίγουρα, το σχολείο παίζει σημαντικό ρόλο σε ό,τι έχει σχέση με επαγγελματικό προσανατολισμό των εφήβων ...</p> <p>Το επάγγελμα που είναι ιδανικό για μένα είναι ...</p> <p>Εγώ δεν έχω διαλέξει ακόμα ποιο επάγγελμα να ακολουθήσω. Θα προτιμούσα βέβαια ένα επάγγελμα που θα μου πρόσφερε οικονομική ασφάλεια αλλά ...</p> <p>Μικρός επίλογος</p>	30

Level	Mark	Content and communication (AO1)
	0	No rewardable material.
Level 1	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.
Level 2	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.
Level 3	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.
Level 4	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.

Level 5	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.
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Question Number	Quality of Language (AO2)	
7		
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	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.
Level 2	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.
Level 3	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.
Level 4	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.
Level 5	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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