

Mark Scheme (Results) Summer 2010

GCE

GCE Greek (6GK02) Paper 1

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Section A: Reading & Writing

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1(a) | Any two from: <ul style="list-style-type: none"> • Δεν γνωρίζουν τίποτα για την τεχνολογία • Δεν ξέρουν πώς να στείλουν email • Δεν ξέρουν πώς να ψάχνουν για πληροφορίες (σε σχέση με τους νέους) | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1(b) | Any two from: <ul style="list-style-type: none"> • Αποξενώνονται/ νιώθουν μοναξιά • Γίνονται αντικοινωνικοί • Δεν τα πηγαίνουν καλά στο σχολείο | 2 |

| Question Number | Answer | Mark |
|-----------------|--------------|------|
| 1(c) | Δεν συμφωνεί | 1 |

| Question Number | Answer | Mark |
|-----------------|-----------------------|------|
| 1(d) | Σε έρευνες που έγιναν | 1 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1(e) | Έχουν μεγαλύτερη φαντασία (1) Γράφουν καλύτερες εργασίες (1) | 2 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1(f) | Μπορεί να διευκολύνει την επικοινωνία/ μπορεί να επικοινωνήσει πιο εύκολα | 1 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1(g) | Έχουν μεγαλύτερη φαντασία/ Γράφουν καλύτερες εργασίες | 1 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1(h) | Πρέπει να υπάρχουν κανόνες (Όπως συμβαίνει με την τηλεόραση έτσι και με τα βιντεοπαιχνίδια)/ Δεν πρέπει να ξοδεύουμε πολύ χρόνο ή Πρέπει να ελέγχουμε τι βλέπουν/κάνουν τα παιδιά | 2 |

| Question Number | Answer | Mark |
|-----------------|--|------|
| 1(i) | The candidate needs to express agreement/disagreement /doubt | 1 |

| Question Number | Answer | Mark |
|-----------------|---|------|
| 1(j) | Justify it, with evidence from the text or based on his opinion of what is presented in the text. | 1 |

Section B: Translation

| Question Number | Answer | Mark |
|-----------------|--|------|
| 2 | <p>Πολλοί δεν γνωρίζουν πως η Κύπρος έχει πλούσιο κινηματογραφικό παρελθόν. Από το 1960 και μετά, πολλές ταινίες έχουν γυριστεί από Κύπριους σκηνοθέτες ή στην Κύπρο.</p> <p>Ίσως ο πιο γνωστός Κύπριος σκηνοθέτης είναι ο Μιχάλης Κακογιάννης, διάσημος για την ταινία του «Ζορμπάς», που γυρίστηκε το 1964.</p> <p>Το 2006 δημιουργήθηκε το Διεθνές Φεστιβάλ Κινηματογράφου της Κύπρου, με σκοπό να προσκαλέσει τους νέους καλλιτέχνες να δείξουν το ταλέντο τους και να διαγωνιστούν για το πρώτο βραβείο. Πρόσφατα, η κυβέρνηση έδωσε το πράσινο φως σε μια επιτροπή/ ανέθεσε σε μια επιτροπή να ερευνήσει με ποιους τρόπους θα ενθαρρύνει ξένους να γυρίσουν ταινίες στην Κύπρο.</p> <p>Με βουνά, θάλασσα και πόλεις, η Κύπρος είναι ο τέλειος προορισμός για ντόπιους και ξένους σκηνοθέτες.</p> | 10 |

Section C: Topics & Texts

| Question Number | Indicative content | Mark |
|-----------------|---|------|
| 3 | <p data-bbox="440 367 528 400">Either</p> <p data-bbox="440 439 1401 741">(a) Candidates should briefly outline the political climate of the era before they attempt to address the role of the monarchy in the political developments. The “feud” between the palace and the governments of Karamanlis as Papandreou should be discussed alongside the emergence of the “ASPIDA” affair as a catalytic factor for the breakdown of relationships and the ushering of the political instability that ensued. Although a close description and analysis of the 1967 coup are not necessary, candidates ought to address some basic facts regarding the role of the King in the events leading up to December 1967.</p> <p data-bbox="440 779 475 813">Or</p> <p data-bbox="440 851 1409 1200">(b) Candidates ought to locate the distinguishing features of Greek society within the framework of the remodeling and rebuilding of Greece in the post-War, post-Civil war era. The advent and accessibility of modern cons, television, the automobile and the trading of modest single houses for apartments in blocks (“andiparochē”) ought to be discussed alongside the mass exodus of a substantial labour force to Germany and Australia and the domestic immigration from the countryside to Athens. The importance of music and the new born Greek cinema as the two most popular form of entertainment as well as the way they reflected aspects of Greek society could be included for extra credit.</p> | 28 |

| Question Number | Indicative content | Mark |
|-----------------|---|------|
| 4 | <p>Either</p> <p>(a) Although Cypriots were not subject to conscription, an estimated 35.000 volunteers served in various branches of the armed forces during the War. Candidates ought to refer to the population's reaction to the declaration of war, the forms that the contribution to the war effort took (the formation of the Cyprus Regiment, collections, voluntary work by men and women) and the losses suffered. Discussion of the extent to which the contribution of the Cypriot volunteers was adequately recognised by the Colonial government or the Greek Prime Ministers, in the years following liberation, would be particularly useful.</p> <p>Or</p> <p>(b) Candidates could start by comparing the position or the role of the clergy, during the Ottoman rule, with the new conditions and attitudes brought on during the period of colonial rule. A good response ought to address the nature of the changes and the initial climate of tolerance and freedom that the British presence on the island signaled and the reasons why this period of relative peace and friendship did not last for long. Issues relating to loss of old privileges, amendments to laws regarding the treatment of the representatives of the church, the reaction of the clergy and the different phases of this relationship ought to be addressed and analysed.</p> | 28 |

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 5 | <p>Either</p> <p>(a) Candidates ought to single out three or more monuments or cultural landmarks and discuss their symbolic value for the communities to which they belong as well as, where appropriate, the significance of the events or people they seek to commemorate. These landmarks could be taken from any historical period, be it Classical, Hellenistic, Byzantine, or the Modern Era. A discussion of the importance of monuments and commemoration as a cohesive factor in community building could be a bonus.</p> <p>Or</p> <p>(b) A good response should describe the distinguishing features of the particular climate in the selected region (rain fall, temperature, winds) and refer to the factors that influence climate and weather conditions (position, distance from the Atlantic Ocean, altitude, proximity to the Mediterranean Sea). The second part of the response ought to address the way climate and weather conditions influence aspects of the economy: agriculture, the industry and different types of tourism (eco-tourism, winter tourism etc).</p> | 28 |

| Question Number | Indicative content | Mark |
|-----------------|---|------|
| 6 | <p>Either</p> <p>(a) The nature of the relationship that the young protagonists have with their parents is particularly important for their experience of childhood and the subsequent transformation of these children into adults. Whether this relationship may be fraught with difficulties and tension (as, for example, in “Hard Goodbyes” or “One Song is not Enough”) or coloured by the idiosyncracies of particular expectations and social norms (as in “Touch of Spice” or “Peppermint”), it is a formative aspect of growing up. Candidates ought to single out three or more young characters, describe the essential characteristics of their relationship with their parents and evaluate its significance in their development and choices.</p> <p>Or</p> <p>(b) Candidates are free to bring their own personal response in relation to the realism contained in the films, they have studied. Any discussion of the credibility, or not, of situations and characters ought to be made in close reference to the selected films.</p> | 28 |

| Question Number | Indicative content | Mark |
|-----------------|--|------|
| 7 | <p>Either</p> <p>(a) The passage of time brings changes, challenges, the advent of old age and the fading of beauty: things that Cavafy’s heroes are often at a loss as to how to address or cope with. Candidates should include the treatment of time within a broader framework of the poet’s world view and select three or more poems in which the theme of time and the changes/surprises it brings are of particular significance (e.g. “An Old Man”, “The Battle of Magnesia”, “Tomb of Ignatios”, “The Afternoon Sun”, “Body, Remember” etc)</p> <p>Or</p> <p>(b) The ideological system that informs Cavafy’s poems includes his own particular take on traditional values and the ideas of patriotism (“On an Italian Shore”, “The battle of Magnesia”, “Darius”), as well as, love, religion, art and loyalty (“Myres”, “Kleitios’ Illness”, “Young Men of Sidon”, “Their Beginning”) among others. Candidates ought to single out recurring ideological features and discuss them in relation to specific poems but also within the framework of a “Cavafyan” system of values.</p> | 28 |

| Question Number | Indicative content | Mark |
|-----------------|---|------|
| 8 | <p data-bbox="440 304 528 331">Either</p> <p data-bbox="440 371 1390 465">(a) Candidates may single out any characters that they either consider representative of a pattern of characterisation or memorable in themselves. This question would invite certain comparisons that would identify the features that make these particular characters, and not others, uniquely linked to the sentiments, locations, past histories, chronological setting, comical situations and themes employed in the collection.</p> <p data-bbox="440 640 475 667">Or</p> <p data-bbox="440 707 1390 943">(b) The waywardness of human nature, the legacy of the past and tradition, the importance of community and friendship are some of the themes that inform this collection- many of which draw on the author's experience during the war. Candidates ought to discuss the thematic patterns that frequently occur in the short stories and the variations, if any, in the way they shape or dominate the plots of three or more stories.</p> | 28 |

| Mark | Content (A02) |
|-------|--|
| 0 | No rewardable material. |
| 1-2 | Minimal knowledge of the topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has not addressed the question. ■ There is little correct factual information about the topic/text. |
| 3-4 | Limited knowledge of the topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has addressed the general topic area, but not the specific question. ■ There is some basic factual information about the topic/text. |
| 5-7 | Some knowledge of the topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has made at least one relevant point in response to the question: however, there is, no substantiation of this point(s). ■ The factual information about the topic/text is correct, but may be basic and/or irrelevant. |
| 8-10 | Good knowledge of topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has made several relevant points in response to the question; at least one of the points has been substantiated. ■ The factual information about the topic/text is correct and mostly relevant. ■ There may be some evidence of independent thought. |
| 11-13 | Excellent knowledge of topic/text is demonstrated. <ul style="list-style-type: none"> ■ The student has made several relevant points in response to the question; most of the points have been substantiated. ■ The factual information about the topic/text is correct, relevant, and well integrated into the essay. ■ There is evidence of a good degree of independent thought. |

| Mark | Organisation and development (A02) |
|------|--|
| 0 | No rewardable organisation and development. |
| 1-2 | Minimal organisation and development; answer largely disorganised. |
| 3-4 | Limited organisation and development; structure lacks coherence. |
| 5-6 | Organisation and development not always logical and clear. |
| 7-8 | Organisation and development logical and clear. |
| 9-10 | Extremely clear and effective organisation and development of ideas. |

| Mark | Quality of language (A03) |
|------|---|
| 0 | No rewardable language. |
| 1 | Quality of language is poor. <ul style="list-style-type: none"> ■ Communication is only occasionally achieved. ■ Grammatical structures are basic, and often used incorrectly. ■ The vocabulary is often lacking or incorrect. |
| 2 | Quality of language is basic. <ul style="list-style-type: none"> ■ Communication is sometimes achieved at a basic level. ■ Grammatical structures are mainly AS ones, but are sometimes used correctly. ■ There is a limited range of vocabulary. |
| 3 | Quality of language is adequate. <ul style="list-style-type: none"> ■ Communication is achieved most of the time. ■ AS grammatical structures are mostly used correctly; there is some use of A2 structures, but there are errors in these. ■ There is an adequate range of vocabulary. |
| 4 | Quality of language is good. <ul style="list-style-type: none"> ■ Communication is achieved almost all of the time. ■ A good range of grammatical structures are used; many A2 structures are used correctly. ■ There is a good range of vocabulary, including some specialised terms relevant to the topic/text. |
| 5 | Quality of language is excellent. <ul style="list-style-type: none"> ■ Fluent and varied communication is achieved throughout. ■ A wide range of grammatical structures are used; most of these are correct. ■ There is an excellent range of vocabulary; the student knows many specialised terms relevant to the topic/text. |

(Total for Section C = 56 marks)

TOTAL FOR PAPER: 80 MARKS

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