

Specification

GCE Greek

Pearson Edexcel Level 3 Advanced Subsidiary GCE in Greek
(8GK01)

First examination 2014

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Issue 3

About this specification

Edexcel GCE in Greek* is designed for use in schools and colleges. It is part of a suite of GCE qualifications offered by Edexcel.

Key features of the specification

- Offers students and teachers a clear learning focus and control of assessment.
- The Advanced Subsidiary level provides a logical progression from GCSE with:
 - a focus on language.
- The A2 level offers a realistic progression from Advanced Subsidiary that:
 - rewards advanced research/reading skills
 - acknowledges the importance of knowledge and understanding of Greek-language culture
 - facilitates literary study.

This specification aims to engage students so that they enjoy Advanced level Greek language learning and achieve their full potential.

Why choose this specification?

Developed in consultation with practitioners and students, the Advanced Subsidiary and Advanced GCE in Greek qualification rewards advanced-level Greek language skills and knowledge through student-focused assessment. With appealing content and opportunities to gain greater understanding of other cultures, it will prepare students to become well-informed and effective communicators.

Supporting you

Edexcel aims to provide the most comprehensive support for our qualifications. We have therefore published our own dedicated suite of resources for teachers and students written by qualification experts.

For more information on our wide range of support and services for this GCE in Greek qualification, visit our GCE website: www.edexcel.com/gce2008.

Specification updates

This specification is Issue 3 and is valid for examination from Summer 2014. If there are any significant changes to the specification Edexcel will write to centres to let them know. Changes will also be posted on our website.

For more information please visit www.edexcel.com or www.edexcel.com/gce2008.

***Please note that this specification is based on the Advanced Subsidiary GCE and Advanced GCE subject criteria for modern foreign languages. This is NOT a specification in Classical Greek.**

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A Specification at a glance

AS	Unit 1: Understanding and Written Response in Greek	*Unit code 6GK01
■ Externally assessed ■ Availability: June		100% of the total AS marks 50% of the total GCE marks

Content summary:

This unit consists of **three** sections.

- Section A: Reading
- Section B: Translation
- Section C: Essay

Students are required to convey their understanding of written Greek through a series of reading tasks. They also need to draw upon and apply their knowledge of Greek language, grammar and lexis to produce a short translation from Greek into English, as well as demonstrate an ability to manipulate Greek language in continuous writing.

Students will be expected to recognise and use Greek in a variety of contexts and in relation to the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Greek-speaking world
- Education and employment.

Assessment:

2 hour 45 minute paper in **three** sections.

Section A: Students will need to understand, retrieve and convey information from a short series of different Greek-language texts. They will be required to provide a mix of non-verbal and Greek-language responses.

Section B: Students will be assessed on their ability to transfer meaning from Greek into English. They will be required to apply their knowledge of Greek language, grammar and lexis to produce a short translation from Greek into English.

Section C: Students will write a 220-270 word essay, in Greek, in response to a short Greek-language stimulus and related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Greek language produced.

All students for this unit will be assessed by Edexcel.

A2 Unit 2: Understanding, Written Response and Research in Greek *Unit code 6GK02

- Externally assessed
- Availability: June

100%
of the
total A2
marks

50% of
the total
GCE
marks

Content summary:

This unit consists of **three** sections.

- Section A: Reading
- Section B: Translation
- Section C: Essays on chosen topic(s) and/or text(s)

Students are required to demonstrate skills in advanced level Greek reading and in the transfer of meaning from English into Greek. To promote research and a greater knowledge and understanding of Greek culture and/or society, students must produce two Greek-language essays in response to questions related to their chosen topic(s) and/or text(s).

Students will be expected to recognise and use Greek in a variety of contexts and in relation to the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Greek-speaking world
- Education and employment
- Customs, traditions, beliefs and religions
- National and international events: past, present and future
- Literature and the arts.

Assessment:

3 hour paper in **three** sections.

Section A: Students will be required to read a Greek-language passage and to retrieve and convey information from this via a series of questions and answers in Greek.

Section B: Students will be expected to undertake a short translation from English into Greek.

Section C: Students must answer **two** questions, in Greek, that each relate to a topic or a text chosen from the prescribed list featured in Section 2.3 Content. A choice of **two** questions will be offered for each of the prescribed topics and texts.

All students for this unit will be assessed by Edexcel.

* See Appendix 3 for description of this code and all other codes relevant to this qualification.

B Specification overview

Summary of assessment requirements

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
Unit 1: Understanding and Written Response in Greek	AS	<p>2 hour 45 minute paper</p> <p>The assessment for this unit has three sections.</p> <p>Section A (35 marks)</p> <p>Students will need to understand, retrieve and convey information from a short series of different Greek-language texts. They will be required to provide a mix of non-verbal and Greek-language responses. A maximum of 30 marks will be available in accordance with an assessment-specific mark scheme.</p> <p>In addition, a maximum of five marks will be given for the quality of language produced in one of the questions. These marks will be awarded in accordance with the assessment criteria in the unit.</p> <p>Section B (9 marks)</p> <p>Students will be assessed on their ability to transfer meaning from Greek into English. They will be required to apply their knowledge of Greek language, grammar and lexis to produce a short translation from Greek into English. A maximum of 9 marks will be awarded in accordance with a translation-specific mark scheme.</p> <p>Section C (46 marks)</p> <p>Students will write a 220-270 word essay, in Greek, in response to a short Greek-language stimulus and related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Greek language produced.</p> <p>All students for this unit will be assessed by Edexcel.</p>	90 marks

Unit number and unit title	Level	Assessment information	Number of marks allocated in the unit
Unit 2: Understanding, Written Response and Research in Greek	A2	<p>3 hour paper</p> <p>The assessment for this unit has three sections.</p> <p>Section A (14 marks)</p> <p>Students will be required to read a Greek-language passage and to retrieve and convey information from this via a series of questions and answers in Greek. A maximum of 14 marks will be available in accordance with an assessment-specific mark scheme.</p> <p>Section B (10 marks)</p> <p>Students will be expected to undertake a short translation from English into Greek. They will be assessed on their ability to transfer meaning from an English-language passage into Greek. A maximum of 10 marks will be awarded in accordance with a translation-specific mark scheme.</p> <p>Section C (56 marks)</p> <p>Students must answer two questions, in Greek, that each relate to a topic or a text chosen from the prescribed list featured in Section 2.3 Content. The essays should relate to topic(s) and/or text(s) that students have studied in advance of the examination.</p> <p>A choice of two questions will be offered for each of the prescribed topics and texts. Students will be expected to write no less than 250 and no more than 350 words in Greek. A maximum of 56 marks will be awarded across the two essays for their organisation of ideas, essay content and quality of language in accordance with the assessment criteria in the unit.</p> <p>All students for this unit will be assessed by Edexcel.</p>	80 marks

Assessment objectives and weightings

		% in AS	% in A2	% in GCE
AO2	Understand and respond, in speech and writing, to written language.	75%	75%	75%
AO3	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.	25%	25%	25%
	TOTAL	100%	100%	100%

Relationship of assessment objectives to units

Unit number	Assessment objective		
	AO2	AO3	Total for AO2 and AO3
Unit 1	37.5%	12.5%	50%
Unit 2	37.5%	12.5%	50%
Total for Advanced GCE	75%	25%	100%

Qualification summary

Subject criteria

The General Certificate of Education is part of the Level 3 provision. This specification is based on the Advanced Subsidiary GCE and Advanced GCE subject criteria for modern foreign languages, which are prescribed by the regulatory authorities and are mandatory for all awarding bodies.

The Advanced Subsidiary and Advanced GCE in Greek have been designed in response to subject criteria which are intended to:

- help ensure consistent and comparable standards in the same subject across the awarding bodies
- define the relationship between the Advanced Subsidiary and Advanced GCE level specifications, with the Advanced Subsidiary as a subset of the Advanced GCE level
- ensure that the rigour of the Advanced GCE is maintained
- help higher education institutions and employers know what has been studied and assessed.

Aims

The Edexcel Advanced Subsidiary and Advanced GCE in Greek aims to encourage students to:

- develop an interest in, and enthusiasm for, language learning
- develop understanding of the language in a variety of contexts and genres
- communicate confidently, clearly and effectively in the language for a range of purposes
- develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- consider their study of the language in a broader context.

The Edexcel Advanced Subsidiary and Advanced GCE in Greek enables students to:

- derive enjoyment and benefit from language learning
- acquire knowledge, skills and understanding for practical use, further study and/or employment
- communicate with speakers of the language
- take their place in a multilingual global society.

AS/A2 knowledge and understanding

The Advanced Subsidiary specification requires students to:

- read and respond to a variety of Greek-language written texts, including authentic sources, covering different contexts, registers, styles and genres*
- adapt their written Greek language appropriately for different situations and purposes
- use the Greek language accurately to express facts and ideas, and to present explanations, opinions and information in writing
- understand and apply the grammatical system and a range of structures of the Greek language as detailed in *Appendix 4: Grammar lists*
- transfer meaning from Greek into English and/or vice versa.
- In addition, Advanced GCE specification requires students to:
- use the Greek language to present viewpoints, develop arguments, analyse and evaluate in writing
- understand and apply the grammatical system and a range of structures in Greek as detailed in *Appendix 4: Grammar lists*
- study aspects of the contemporary society, cultural background and heritage of one or more of the Greek-language countries or communities
- transfer meaning from English into Greek, and/or vice versa. If one skill is not assessed at Advanced Subsidiary level it must be assessed at A2 level.

* Written Greek-language sources must include material that relates to the contemporary society, cultural background and heritage of one or more of the countries or communities where the language is spoken.

AS/A2 skills

- The knowledge and understanding requirements of this Advanced Subsidiary and Advanced GCE specification are inextricably linked to the two language skills of **reading and writing** in Greek in line with the requirements of the subject criteria.
- Although speaking and listening skills are not directly assessed, it is anticipated that these will be developed in the course of general teaching to support this specification.

Unit 1 Understanding and Written Response in Greek

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Unit 2 Understanding, Written Response and Research in Greek

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Course structure

- Edexcel's GCE in Greek comprises two units and contains an Advanced Subsidiary.
- The Advanced Subsidiary GCE is the first half of the GCE course and consists of Unit 1. It may be awarded as a discrete qualification or contribute 50 per cent of the total Advanced GCE marks.
- The full Advanced GCE award consists of one AS unit (Unit 1), plus one A2 unit (Unit 2) which makes up the other 50 per cent of the Advanced GCE. Students wishing to take the full Advanced GCE must, therefore, complete both units.
- The structure of this qualification allows teachers to construct a course of study which can be taught and assessed either as:
 - ◆ distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
 - ◆ a linear course which is assessed in its entirety at the end.

1.1 Unit description

This unit consists of **three** sections:

- Section A: Reading
- Section B: Translation
- Section C: Essay.

Students are required to convey their understanding of written Greek through a series of reading tasks. They also need to draw upon and apply their knowledge of Greek language, grammar and lexis to produce a short translation from Greek into English, as well as demonstrate an ability to manipulate Greek language in continuous writing.

Students will be expected to recognise and use Greek in a variety of contexts and in relation to the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Greek-speaking world
- Education and employment.

1.2 Assessment information

Format

The assessment for this unit has **three** sections.

Section A (35 marks)

Students will need to understand, retrieve and convey information from a short series of different Greek-language texts. They will be required to provide a mix of non-verbal and Greek-language responses. A maximum of 30 marks will be available in accordance with an assessment-specific mark scheme.

In addition, a maximum of five marks will be given for the quality of language produced in **one** of the questions. These marks will be awarded in accordance with the assessment criteria in Section 1.4.

Section B (9 marks)

Students will be assessed on their ability to transfer meaning from Greek into English. They will be required to apply their knowledge of Greek language, grammar and lexis to produce a short translation from Greek into English. A maximum of 9 marks will be awarded in accordance with a translation-specific mark scheme.

Section C (46 marks)

Students will write a 220-270 word essay, in Greek, in response to a short Greek-language stimulus and related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Greek language produced.

All students for this unit will be assessed by Edexcel.

Preparation

Students should prepare for the assessments in this unit by having access to a variety of Greek-language reading sources including books, magazines, newspapers and the internet. As part of their Advanced Subsidiary, students should undertake regular reading, writing and transfer of meaning activities.

Time allocation

Students will have full control over the pace of assessment within the allocated time for this unit. They may answer the questions in any order of their choice.

The duration of this examination will be 2 hours and 45 minutes.

1.3 Content

Focus

This unit will feature questions drawn from a variety of sources but which all relate to the general topic areas below. However, these should be considered as different contexts in which students can write and understand Greek. *Detailed, specialist* Greek vocabulary or *detailed and specialist* knowledge of the general topic areas are **not** required.

Similarly, knowledge of the general topic areas in relation to Greek-speaking countries and communities will **not** be assessed.

General topic areas

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Greek-speaking world
- Education and employment

Linked subtopics

To inform teaching and learning, the following definitive list of linked subtopics has been produced for this unit.

Youth culture and concerns

- Music and fashion
- Technology (eg MP3/blogs/mobile phones/internet/games)
- Relationships (family/friendships and peer pressure)
- Drink, drugs, sex

Lifestyle: health and fitness

- Sport and exercise
- Food and diet
- Health issues (eg smoking, skin cancer, health services)

The world around us: travel, tourism, environmental issues and the Greek-speaking world

- Tourist information, travel and transport
- Weather (eg natural disasters, climate change)
- Pollution and recycling

Education and employment

- Education (schooling and higher education)
- Education policy and student issues
- The world of work (eg the changing work scene, job opportunities and unemployment)

What students need to learn

Students need to develop language skills that enable them to communicate effectively and confidently in writing (including vocalisation), to transfer meaning from Greek into English and to understand written Greek. Students will be expected to demonstrate knowledge, understanding and accurate application of the Greek language and the grammar structures listed for this specification. Please see *Appendix 4: Grammar lists*.

This unit is divided into **three** sections.

Section A (35 marks)

Students will be examined on their reading skills and will gain a maximum of 30 marks for responses to individual questions in accordance with an assessment-specific mark scheme.

In addition, up to five marks will be available for the quality of language produced in response to **one** of the questions.

The assessment criteria in Section 1.4 reward students for:

- **quality of language** — AO3 (5 marks).

Section B (9 marks)

Students will be assessed on their ability to transfer meaning from Greek into English. They are required to translate a short passage from Greek into English and will gain a maximum of 9 marks. This will primarily require students to apply their knowledge of Greek language, grammar and lexis (AO3). Work will be examined in accordance with a translation-specific mark scheme.

Section C (46 marks)

Students will be required to write about 220-270 words in Greek. The writing will be in the form of a report, article or email in response to a short Greek-language stimulus. Students will be expected to demonstrate an ability to write clearly, accurately and in the appropriate register. They will need to produce a written response that is relevant to the stimulus.

The assessment criteria in Section 1.4 reward students for:

- **content and response** — AO2 (28 marks)
- **quality of language** — AO3 (18 marks).

1.4 Assessment criteria

Section A

Mark	Quality of language (Short-answer questions) (AO3)
1	Grammar and structure so inaccurate that communication only occasionally takes place.
2	Limited knowledge of grammar and structures with frequent errors even in basic language; communication often impeded.
3	Errors in grammar and structures, although these do not impede communication.
4	Grammar and structures generally accurate; communication almost always effective.
5	Grammar and structures very accurate; communication always effective.

Section C

Mark	Content and response (AO2)
0	No rewardable material.
1-4	Task mostly misunderstood and answer barely relevant.
5-10	Task not fully grasped or developed; much irrelevance and/or repetition.
11-16	Task understood and some points developed satisfactorily; some omission and/or irrelevance.
17-22	Task understood and developed successfully.
23-28	Task fully grasped; answer wholly relevant; convincing and well developed.

Mark	Quality of language (AO3)
0	No rewardable language.
1-3	Limited communication; highly inaccurate; language very basic with much repetition.
4-7	Some communication; language often inaccurate; limited variety of lexis and structures.
8-11	Satisfactory communication; basic language generally satisfactory; some attempt at variety of lexis and structures.
12-15	Good communication; good level of accuracy; generally successful use of a variety of lexis and structures.
16-18	Excellent communication; high level of accuracy; language almost always fluent, varied and appropriate.

2.1 Unit description

This unit consists of **three** sections:

- Section A: Reading
- Section B: Translation
- Section C: Essays on chosen topic(s) and/or text(s).

Students are required to demonstrate skills in advanced level Greek reading and in the transfer of meaning from English into Greek. To promote research and a greater knowledge and understanding of Greek culture and/or society, students must produce **two** Greek-language essays in response to questions related to chosen topic(s) and/or text(s).

Students will be expected to recognise and use Greek in a variety of contexts and in relation to the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Greek-speaking world
- Education and employment
- Customs, traditions, beliefs and religions
- National and international events: past, present and future
- Literature and the arts.

2.2 Assessment information

Format

The assessment for this unit has **three** sections.

Section A (14 marks)

Students will be required to read a Greek-language passage and to retrieve and convey information from this via a series of questions and answers in Greek. A maximum of 14 marks will be available in accordance with an assessment-specific mark scheme.

Section B (10 marks)

Students will be expected to undertake a short translation from English into Greek. They will be assessed on their ability to transfer meaning from an English-language passage into Greek. A maximum of 10 marks will be awarded in accordance with a translation-specific mark scheme.

Section C (56 marks)

Students must answer **two** questions, in Greek, that each relate to a topic or a text chosen from the prescribed list featured in Section 2.3 Content. The essays should relate to topic(s) and/or text(s) that students have studied in advance of the examination.

A choice of **two** questions will be offered for each of the prescribed topics and texts. Students will be expected to write no less than 250 and no more than 350 words in Greek. A maximum of 56 marks will be awarded across the two essays for their organisation of ideas, essay content and quality of language in accordance with the assessment criteria in Section 2.4.

All students for this unit will be assessed by Edexcel.

Preparation

Students should prepare for the assessments in this unit by reading extensively in Greek across a variety of sources including books, magazines, newspapers and the internet. As part of their A2 programme, they will need to carry out in-depth research and detailed study of **two** topics or texts (or **one** topic and **one** text) that they find particularly interesting.

Effective preparation for this unit should include study of different Greek-language **spoken** materials in addition to other printed and ICT derived resources.

Time allocation

Students will have full control over the pace of assessment within the allocated time for this unit. They may answer the questions in any order of their choice.

The duration of this examination will be 3 hours.

2.3 Content**Focus**

This unit will feature questions drawn from a variety of sources but which all relate to the general topic areas below. *Detailed, specialist* Greek vocabulary or *detailed and specialist* knowledge of the general topic areas is **not** required for the reading and translation sections of this unit. The topic(s) and/or text(s) chosen for Section C by the student, potentially in negotiation with his or her teacher, are an area where the student will be expected to develop an informed and broad understanding.

Printed materials used in the reading papers may relate to both the contemporary society and cultural heritage of Greek-speaking countries or communities. Sources used will be contemporary such as magazines, newspapers, the internet, reports, and books.

General topic areas

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Greek-speaking world
- Education and employment
- Customs, traditions, beliefs and religions
- National and international events: past, present and future
- Literature and the arts

Topics or texts for Section C

Students must choose **two** of the following topics or texts. Students may study a *text* and research a *topic*.

Topics**1. The history of Greece 1960-1974****a) The historical framework**

- Political developments
- The role of monarchy
- The events leading up to the military coup of 1967
- The protagonists
- Opposition to the regime
- Relationship with the US and other countries
- The Fall of the Junta
- July 1974

b) The economy

- Standard of living
- Emigration
- Employment and economic policies

c) Arts and society

- Music, literature and film
- Daily life
- Urbanisation
- Television

2. History of Cyprus: from Crown colony to independence 1925-1960**a) The historical framework**

- Political developments
- Opposition to British rule
- The October uprising
- Cyprus and the Second World War
- The demand for Enosis
- The EOKA campaign
- The events leading up to the declaration of independence

b) Colonial policy towards religion and education

- The relationship between the church and the colonial government
- The role of the church
- Educational policy and education laws (1929, 1931, 1935)

3. Cyprus or a region of Greece

The geography, economics and culture of **Cyprus** or the geography, economics and culture of **one** of the following areas of Greece:

- The Peloponnese
- Macedonia
- Epirus
- Crete

a) Geography

- Town and country
- Climate
- Ecology
- Landscape (coast, rivers, mountains etc)

b) Economy

- Industry, commerce, business
- Agriculture
- Animal husbandry
- Tourism

c) Culture

- Local and regional customs and festivals
- Landmarks, architecture, museums, archaeological sites
- Gastronomy and wine

4. Childhood and society in the Greek cinema

- a) Ντίνος Δημόπουλος, Τα Δελφινάκια του Αμβρακικού (1993)
- b) Κώστας Καπάκας, Peppermint (2000)
- c) Πέννυ Παναγιωτοπούλου, Δύσκολοι Αποχαιρετισμοί: ο μπαμπάς μου (2002)
- d) Τάσος Μπουλμέτης, Πολιτικη Κουζίνα (2003)
- e) Ελισάβετ Χρονοπούλου, 'Ένα Τραγούδι δεν φτάνει (2003)
 - The relationship between children and adults
 - The importance of the social environment
 - The historical framework
 - Values
 - Realism
 - Technique

Texts

5. Κ. Καβάφη, Ποιήματα

Students will be expected to have studied the following poems:

- Το πρώτο σκαλί
- 'Ένας γέρος
- Ο Βασιλεύς Δημήτριος
- Περιμένοντας τους Βαρβάρους
- Η Πόλις
- Απολείπειν ο Θεός Αντώνιον
- Ιθάκη
- Αλεξανδρινοί Βασιλείς
- 'Οσο μπορείς
- Η Μάχη της Μαγνησίας
- Ιγνάτιου Τάφος
- Η διορία του Νέρωνος
- Αιμιλιανός Μονάη, Αλεξανδρεύς, 628-655 μ.Χ
- Μέρες του 1903
- Καισαρίων
- Θυμήσου Σώμα
- Απ 'τις εννιά
- Ο ήλιος του Απογεύματος
- Νέοι της Σιδώνος (400 μ.Χ.)
- Δαρείος
- Η αρχή των
- Μελαγχολία του Ιάσονος Κλεάνδρου· ποιητού εν Κομμαγηνή· 595 μ.Χ.
- Ιουλιανός εν Νικομηδείᾳ
- Εις Ιταλικήν Παραλίαν
- Η αρρώστεια του Κλείτου
- 'Αννα Δαλασσηνή

- Μέρες του 1896
- Εν Σπάρτη
- Μύρης Αλεξάνδρια, 340 μ.Χ.
- Ας φρόντιζαν

6. Γιώργος Ιωάννου, Η μόνη κληρονομιά

What students need to learn

Students will be expected to develop language skills that enable them to communicate effectively, accurately and confidently in Greek-language writing, to translate from English into Greek and to understand written Greek. They should be able to demonstrate knowledge, understanding and accurate application of the Greek language and the grammar structures listed for this specification. Please see *Appendix 4: Grammar lists*.

The unit is divided into **three** sections.

Section A (14 marks)

Students will be examined on their reading skills in this section and will be awarded a maximum of 14 marks in accordance with an assessment-specific mark scheme (AO2).

Section B (10 marks)

Students will be examined for transfer of meaning from English into Greek in accordance with a translation-specific mark scheme. The assessment focuses on the quality of language produced (AO3) and a maximum of ten marks are available.

Section C (56 marks)

To perform well in this section, students will need to acquire knowledge and understanding of Greek culture and/or society. They will need to demonstrate an ability to organise and develop their ideas on their chosen topics/texts and to show an ability to write accurately and effectively in Greek in response to a choice of essay titles. They will need to show evidence of independent judgement, to present and justify their points of view and to use the language of ideas and abstract concepts.

The assessment criteria in Section 2.4 reward students for:

- **content** — AO2 (26 marks [13 marks per essay])
- **organisation and development** — AO2 (20 marks [10 marks per essay])
- **quality of language** — AO3 (10 marks [5 marks per essay]).

2.4 Assessment criteria

Section C

Mark	Content (AO2)
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 (AO2)
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 (AO3)
0	No rewardable language.
1	<p>Quality of language is poor.</p> <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	<p>Quality of language is basic.</p> <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	<p>Quality of language is adequate.</p> <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	<p>Quality of language is good.</p> <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	<p>Quality of language is excellent.</p> <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.

D Assessment and additional information

Assessment information

Assessment requirements	For a summary of assessment requirements and assessment objectives, see Section B, Specification overview.
Entering students for the examinations for this qualification	Details of how to enter students for the examinations for this qualification can be found in Edexcel's Information Manual, copies of which are sent to all examinations officers. The information can also be found on Edexcel's website (www.edexcel.com).
Resitting of units	<p>There is no limit to the number of times that a student may retake a unit prior to claiming certification for the qualification. The best available result for each contributing unit will count towards the final grade.</p> <p>After certification all unit results may be reused to count towards a new award. Students may re-enter for certification only if they have retaken at least one unit.</p> <p>Results of units held in the Edexcel unit bank have a shelf life limited only by the shelf life of this specification.</p>
Awarding and reporting	<p>The grading, awarding and certification of this qualification will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual). The AS qualification will be graded and certificated on a five-grade scale from A to E. The full GCE Advanced level will be graded on a six-point scale A* to E. Individual unit results will be reported.</p> <p>A pass in an Advanced Subsidiary subject is indicated by one of the five grades A, B, C, D, E of which grade A is the highest and grade E the lowest. A pass in an Advanced GCE subject is indicated by one of the six grades A*, A, B, C, D, E of which Grade A* is the highest and Grade E the lowest. To be awarded an A* students will need to achieve an A on the full GCE Advanced level qualification and an A* aggregate of the A2 units. Students whose level of achievement is below the minimum judged by Edexcel to be of sufficient standard to be recorded on a certificate will receive an unclassified U result.</p>

Performance descriptions

Performance descriptions give the minimum acceptable level for a grade. See *Appendix 1* for the performance descriptions for this subject.

Unit results

The minimum uniform marks required for each grade for each unit:

Unit 1

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–39.

Unit 2

Unit grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–39.

Qualification results

The minimum uniform marks required for each grade:

Advanced Subsidiary Cash-in code 8GK01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 100	80	70	60	50	40

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–39.

Advanced GCE Cash-in code 9GK01

Qualification grade	A	B	C	D	E
Maximum uniform mark = 200	160	140	120	100	80

Students who do not achieve the standard required for a grade E will receive a uniform mark in the range 0–79.

Language of assessment

Assessment of this specification will be available in Greek although some responses in English will be required. Assessment materials will be published in Greek.

Quality of written communication

Students will be assessed on their ability to:

- write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear.
- At AS level, where English language responses are required, it is important that students produce these responses legibly and pay attention to spelling, punctuation and grammar to ensure effective communication.

Assessment objectives and weighting

		% in AS	% in A2	% in GCE
AO2	Understand and respond, in speech and writing, to written language.	75%	75%	75%
AO3	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.	25%	25%	25%
	TOTAL	100%	100%	100%

Synoptic assessment

In synoptic assessment there should be a concentration on the quality of assessment to ensure that it encourages the development of the holistic understanding of the subject.

Synopticity requires students to connect knowledge, understanding and skills acquired in different parts of the Advanced GCE course.

Synoptic assessment in the context of Greek is naturally occurring and requires students to draw upon different skills within an assessment task. In Unit 2 the essays related to the student's chosen topic(s) and/or text(s) implicitly requires some reading as part of the student's preparation and research for this 'written' exercise. Knowledge of grammar structures is also not restricted to one skill area but is tested across skills and in both units.

Stretch and challenge

Students can be stretched and challenged in the A2 unit through the use of different assessment strategies. Some examples are given below.

Translation into Greek enables students to demonstrate an ability to manipulate complex language at an advanced level. They can draw on appropriate vocabulary and structures to produce a translation which is accurate and natural rather than pedestrian.

The topic or text essay (extended writing) enables students to demonstrate that they can produce fluent and relevant language at an advanced level. It can reveal use of complex language structures and comprehensive range of vocabulary. They can use this to convey opinions and express themselves well and accurately.

Additional information**Malpractice and plagiarism**

For up-to-date advice on malpractice and plagiarism, please refer to the latest *Joint Council for Qualifications (JCQ) Instructions for Conducting Coursework* document. This document is available on the JCQ website: www.jcq.org.uk.

For additional information on malpractice, please refer to the latest *Joint Council for Qualifications (JCQ) Suspected Malpractice in Examinations And Assessments: Policies and Procedures* document, available on the JCQ website.

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, and Entry Level is designed to ensure equal access to qualifications for all students (in compliance with the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Joint Council for Qualifications (JCQ) website (www.jcq.org.uk) for their policy on access arrangements, reasonable adjustments and special considerations.

Please see our website (www.edexcel.com) for:

- the forms to submit for requests for access arrangements and special considerations
- dates to submit the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010	Please see our website (www.edexcel.com) for information on the Equality Act 2010.
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Prior learning and progression

Prior learning

Students who would benefit most from studying a GCE in Greek are likely to have Level 2 qualification such as a GCSE in Greek at grades A*–C or other relevant prior learning.

Progression

This qualification supports progression into further and higher education, training or employment. It provides a suitable foundation for specialist linguists wishing to study Greek at a higher level, those wishing to combine language study with other disciplines at higher level and those considering other qualifications without a language focus.

Combinations of entry

There are no forbidden combinations.

Student recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all students.

The wider curriculum

This qualification provides opportunities for developing an understanding of spiritual, moral, ethical, social and cultural issues, together with an awareness of citizenship, environmental issues, health and safety considerations, and European developments consistent with relevant international agreements appropriate as applied to Greek. *Appendix 2: Wider curriculum* maps the opportunities available.

Edexcel publications

Printed copies of publications such as specifications, examiners' reports and mark schemes can be obtained from:

Edexcel Publications

Adamsway

Mansfield

Notts NG18 4FN

Telephone: 01623 467467

Fax: 01623 450481

Email: publication.orders@edexcel.com

Website: www.edexcel.com

Edexcel support services

Edexcel support services

ResultsPlus – ResultsPlus is an application launched by Edexcel to help subject teachers, senior management teams, and students by providing detailed analysis of examination performance. Reports that compare performance between subjects, classes, your centre and similar centres can be generated in 'one-click'. Skills maps that show performance according to the specification topic being tested are available for some subjects. For further information about which subjects will be analysed through ResultsPlus, and for information on how to access and use the service, please visit www.edexcel.com/resultsplus

Ask the Expert – to make it easier for our teachers to ask us subject specific questions we have provided the **Ask the Expert** Service. This easy-to-use web query form will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide. You can access this service at www.edexcel.com/ask

Support for Students

Learning flourishes when students take an active interest in their education; when they have all the information they need to make the right decisions about their futures. With the help of feedback from students and their teachers, we've developed a website for students that will help them:

- understand subject specifications
- access past papers and mark schemes
- learn about other students' experiences at university, on their travels and when entering the workplace.

We're committed to regularly updating and improving our online services for students. The most valuable service we can provide is helping schools and colleges unlock the potential of their learners.
www.edexcel.com/students

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, will be arranged by Edexcel each year on a regional basis. Full details can be obtained from:

Training from Edexcel
Edexcel
One90 High Holborn
London WC1V 7BH

Email: trainingbookings@pearson.com
Website: www.edexcel.com/training

F Appendices

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Introduction

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for Modern Foreign Languages

	Assessment objective 2	Assessment objective 3
Assessment objectives	<p>Understand and respond, in speech and writing, to written language.²</p> <p>² Understand and respond in speech to written language may not apply to the specifications for certain languages, subject to an agreement with the regulatory authorities.</p>	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
A/B boundary performance descriptions	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show a clear understanding of a range of written texts b understand the main points and details, including points of view. c are able to infer meaning with only a few omissions d are able to develop their ideas, and express points of view, with some appropriate justification e respond readily and fluently and take the initiative (<i>speaking</i>) f have generally accurate pronunciation and intonation (<i>speaking</i>) g show the ability to organise and structure their response coherently (<i>writing</i>) h offer relevant information which addresses the requirements of the task (<i>writing</i>). 	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a make effective use of a range of vocabulary and structures appropriate to the task. b The deployment of grammar, syntax and morphology is generally accurate. c are able to manipulate language appropriately when required.

E/U boundary performance descriptions	Assessment objective 2	Assessment objective 3
	<p>In the context of materials appropriate to the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show some understanding of straightforward written texts, but experience difficulties with more complex and abstract language b understand some of the main points and details, including limited points of view c have a limited ability to infer meaning where appropriate to the task d are able to convey some basic information when transferring meaning e may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance maybe influenced by their first language (<i>speaking</i>) f may have some difficulty communicating factual information, narrating events and expressing basic points of view in response to the task set, and do not always address the requirements of the task (<i>writing</i>) g show some ability to structure and organise their response where appropriate. 	<p>In the context of grammar and syntax listed in the AS specification, candidates characteristically:</p> <ul style="list-style-type: none"> a use a restricted range of vocabulary and structures b have language characterised by frequent errors in grammar, syntax and morphology c may be influenced by the first language. d demonstrate a very limited ability to manipulate language where required.

A2 performance descriptions for Modern Foreign Languages

	Assessment objective 2	Assessment objective 3
Assessment objectives	<p>Understand and respond, in speech and writing to written language.²</p> <p>² Understand and respond in speech to written language may not apply to specifications for certain languages, subject to an agreement with the regulatory authorities</p>	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.
A/B boundary performance descriptions	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show a clear understanding of a range of written texts b understand the main points and details, including points of view, and are able to infer meaning c demonstrate an ability to infer meaning d are able to transfer meaning with only minor omissions e are able to develop their ideas, and express and justify points of view effectively f respond readily and fluently and take the initiative (<i>speaking</i>) g have generally accurate pronunciation and intonation (<i>speaking</i>) h are able to deal appropriately with unpredictable elements (<i>speaking</i>) i show the ability to organise and structure their response coherently (<i>writing</i>). 	<p>In the context of materials appropriate to the A level specification candidates characteristically:</p> <ul style="list-style-type: none"> a make effective use of a wide range of vocabulary and a variety of complex structures as appropriate. b predominantly use grammar, syntax and morphology in an accurate way c are able to manipulate language accurately and appropriately where required.

E/U boundary performance descriptions	Assessment objective 2	Assessment objective 3
	<p>In the context of materials appropriate to the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a show some understanding of a range of written texts, usually straightforward, but may experience difficulty with more complex and abstract language b understand some of the main points and details, including basic points of view c demonstrate a limited ability to infer meaning, where appropriate, to the task d are able to convey the basic information when transferring meaning e may be hesitant in their response and their fluency is mostly confined to pre-learnt material. Their target language performance may be influenced by their first language (<i>speaking</i>) f may have some difficulty communicating factual information, narrative events and expressing basic points of view in response to the task set and do not always address the requirements of the task appropriately g show some ability of structure and organise their response, where appropriate. 	<p>In the context of grammar and syntax listed in the A level specification, candidates characteristically:</p> <ul style="list-style-type: none"> a use a restricted range of vocabulary and structures. The deployment of grammar, syntax and morphology contains frequent error and may be influenced by their first language. b demonstrate a very limited ability to manipulate language correctly when required.

Signposting

Issue	Unit 1	Unit 2
Spiritual	✓	✓
Moral	✓	✓
Ethical	✓	✓
Social	✓	✓
Cultural	✓	✓
Citizenship	✓	✓
Environmental	✓	✓
European initiatives	✓	✓
Health and safety	✓	✓

In addition to the acquisition of knowledge about language structures and the development of practical language skills, effective language learning involves a promotion of cultural understanding. This specification requires students to consider a range of topics, issues and different aspects of target-language culture and to give their views and express opinions on these. Consequently, the specification and linked classroom studies should give learners many opportunities to relate their language study to all of the listed 'issues'.

Development suggestions

Issue	AS/A2 units	Opportunities for development or internal assessment
Spiritual	Both units	<ul style="list-style-type: none"> ■ A student may wish to explore the spiritual dimension of a Greek-language novel or film as part of research linked to one of the general topic areas.
Moral	Both units	<ul style="list-style-type: none"> ■ In preparation for written work, a student discusses an issue on 'peer pressures' and may make reference to moral tensions that some young adults experience.
Ethical	Both units	<ul style="list-style-type: none"> ■ Students could be exposed to a reading passage that refers to 'fair trade' fashion.
Social	Both units	<ul style="list-style-type: none"> ■ In their chosen topic or text essay research, a student may refer to the social conditions associated with a particular period of Greek history.
Cultural	Both units	<ul style="list-style-type: none"> ■ Students could undertake a translation exercise linked to a particular aspect of Greek arts.
Citizenship	Both units	<ul style="list-style-type: none"> ■ A student might encounter links to citizenship concerns when reading a short passage on immigrant workers.
Environmental	Both units	<ul style="list-style-type: none"> ■ Students could be exposed to a written stimulus on recycling.
European initiatives	Both units	<ul style="list-style-type: none"> ■ A student may read a passage on the expansion of the European Union and its impact on a Greek-speaking country.
Health and safety	Both units	<ul style="list-style-type: none"> ■ A student might consider health and safety concerns if writing an essay linked to a stimulus on smoking or alcohol abuse in public places.

Type of code	Use of code	Code number
National classification codes	Every qualification is assigned to a national classification code indicating the subject area to which it belongs. Centres should be aware that students who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the school and college performance tables.	5710
National Qualifications Framework (NQF) codes	Each qualification title is allocated a National Qualifications Framework (NQF) code. The National Qualifications Framework (NQF) code is known as a Qualification Number (QN). This is the code that features in the DfE Section 96, and on the LARA as being eligible for 16-18 and 19+ funding, and is to be used for all qualification funding purposes. The QN is the number that will appear on the student's final certification documentation.	The QNs for the qualifications in this publication are: AS — 500/2441/3 Advanced GCE — 500/2313/5
Unit codes	Each unit is assigned a unit code. This unit code is used as an entry code to indicate that a student wishes to take the assessment for that unit. Centres will need to use the entry codes only when entering students for their examination.	Unit 1 — 6GK01 Unit 2 — 6GK02
Cash in codes	The cash-in code is used as an entry code to aggregate the student's unit scores to obtain the overall grade for the qualification. Centres will need to use the entry codes only when entering students for their qualification.	AS — 8GK01 Advanced GCE — 9GK01
Entry codes	The entry codes are used to: <ol style="list-style-type: none"> 1 enter a student for the assessment of a unit 2 aggregate the student's unit scores to obtain the overall grade for the qualification. 	Please refer to the Edexcel Information Manual available on the Edexcel website.

Advanced Subsidiary and A2 level students will be expected to have studied the grammatical system and structures of the language during their course. In the examination they will be required to actively and accurately use grammar and structures appropriate to the tasks set, drawn from the following lists. The lists are divided into Advanced Subsidiary and A2 level. The examples in italics are indicative, not exclusive.

Greek: Advanced Subsidiary Level

Nouns

Gender and case systems singular and plural forms of parasyllabic nouns, including the following.

Nouns in *-η* with plural in *-εις* (*η κυβέρνηση*)

Nouns of common gender (*ο/η συγγενής*)

Neuter nouns in *-ος* (*το λάθος*)

Gender and case systems singular and plural forms of imparasyllabic nouns, including the following

Nouns ending in *-ας* (*ο μπελάς*), *-ης* (*ο ταξιτζής*), *-ού* (*η γλωσσού*)

Adjectives

Agreement

Adjectival endings and their case, singular and plural forms, including adjectives in:

-ος, -ια, -ό (eg *γλυκός*)

-ύς, -εία, -ύ (eg *ευθύς*)

-ης, ης, -ές (eg *ειλικρινής*)

Comparison of Adjectives including common irregular forms (eg *ελάχιστος, άριστος*)

Adverbs

Adverbs of time, manner, degree and place including:

Adverbs in *-ως* (εγδιαρκώς)

Common irregular comparative and superlative forms (eg ιδιαίτερα)

Pronouns

Gender and Case, singular and plural forms, including:

Determiners (eg δικός μου)

Reflexive forms (eg ο εαυτός μου)

The universal pronouns *καθένας* and *καθετι*

Numerals

Cardinal and Ordinal numerals and their declension, when appropriate.

Verbs

Conjugation of Paroxytone and Oxytone regular verbs, common irregular verbs and contracted verbs in the Active Voice, in the following tenses of the Indicative:

- present
- imperfect
- simple past
- simple future
- continuous future
- conditional
- present perfect
- pluperfect

Conjugation of Paroxytone and Oxytone regular verbs, common irregular verbs contracted verbs and common deponent verbs in The Passive Voice, in the following tenses of the Indicative:

- present
- imperfect
- simple past
- simple future
- continuous future
- conditional
- present perfect
- pluperfect

Conditional constructions indicating:

- factual conditions (αν δεν ξέρω, ρωτάω)
- suppositional conditions (αν ερχόσουν, θα περνούσες καλά)

The Imperative in the Active and Passive Voice

The Subjunctive in the Active and Passive Voice

Gerund (-οντας, -ώντας)

Greek: A2 Level

All grammar and structures listed for Advanced Subsidiary, plus:

Nouns

Masculine nouns in -έας (ο τομέας)

Neuter nouns in -ς (το κρέας, το φως, το γεγονός)

Neuter nouns in -ν (το παν, το ενδιαφέρον)

Verbs

Conjugation of regular and common irregular verbs in the Future Perfect and Conditional Perfect in the Active and Passive Voice.

Common Participles (e.g. εργαζόμενος, ενωμένος, λυπημένος, φοβισμένος)

Conditional constructions indicating:

Counterfactual conditions (αν είχες έρθει, θα τον είχες δει)

Please note that while resources are checked at the time of publication, materials may be withdrawn from circulation and website locations may change at any time.

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2. History of Cyprus: from Crown colony to independence 1925-1960

- *Ιστορία της Κύπρου*, Μεσαιωνική-Νεότερη.
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- Σολδάτος, Γιάννης, *Ένας Αιώνας Ελληνικός Κινηματογράφος, 1970-2000*, Αθήνα 2000
- www.gfc.gr
- <http://el.wikipedia.org>

Texts

5. Καβάφης, Κωνσταντίνος, *Ποιήματα*, Αθήνα 2004

6. Ιωάννου, Γιώργος, *Η μόνη Κληρονομιά*, Αθήνα 1982

Useful websites

www.edexcel.com/gce2008

www.culture.gr

www.hellenicbookservice.com

Other support

ALL (Association for Language Learning)
University of Leicester
University Road
Leicester LE1 7RH
Telephone: 0116 229 7600
Email: info@all-languages.org.uk

Centre for Information on Language Teaching (CILT)
CFBT
60 Queens Road
Reading RG1 4BS
Telephone: 0118 902 1000
Website: www.cilt.org.uk

European Schoolbooks Ltd
The Runnings
Cheltenham GL51 9PQ
Telephone: 01242 245252

Grant and Cutler Ltd (at Foyles)
113-119 Charing Cross Road
London WC2H 0EB
Telephone: 020 7440 3248
Website: www.grantandcutler.com

Zeno Booksellers
29 Doveridge Gardens
 Palmers Green
London N13 5BJ
Telephone: 020 8882 1910

Dictionaries

Pring J T — *The Pocket Oxford Greek Dictionary* (English-Greek, Greek-English) (OUP, 2000) ISBN 978 0198603276

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