

Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCE

In Greek (9GK0)

Paper 01 Translation into English, Reading
Comprehension and Writing in Greek (research
task)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Paper 1 marking principles for Section A

Misspelling is tolerated as long as it does not lead to ambiguity, for example drought misspelled as drowght would be acceptable but misspelled as draught would be unacceptable as this would lead to ambiguity.

Learners are likely to write variants on the acceptable answers listed and these should be considered as acceptable if they convey the same intended meaning.

Translation is successful if an English speaker would understand the translation without having understood the text in its original language.

SECTION A mark scheme (translation)

Question Number 1	Greek Text	Acceptable Answer(s)	Reject	Mark
1	Σαράντα νέοι και νέες από έξι ευρωπαϊκές χώρες	Forty young men and women from six European countries	Forty young Forty people	(1)
2	ήρθαν και φέτος	came again this year	and this year	(1)
3	στο θερινό σχολείο « Ο πλανήτη- το μέλλον μας »	to the summer school 'Our planet - our future'		(1)
4	που πραγματοποιήθηκε στη Λάρνακα.	which took place in Larnaca.	became real	(1)
5	Το θέμα του προγράμματος ήταν	The theme of the programme was		(1)
6	η προστασία του περιβάλλοντος	the protection of the environment		(1)
7	και ο κίνδυνος της κλιματικής αλλαγής.	and the risks of climate change.		(1)
8	Σκοπός των μαθημάτων ήταν	The aim of the lessons was		(1)
9	να μάθουν οι νέοι	for young people to learn	to learn the young	(1)
10	να σκέφτονται οικολογικά	to think ecologically/sustainably		(1)
11	και να μειώσουν τη σπατάλη ενέργειας	and to waste less energy		(1)
12	μέσα από μικρές, πρακτικές συνήθειες.	by adopting small, practical habits.		(1)
13	Οι ξένοι φοιτητές που πήραν μέρος	The foreign students who participated	who took place	(1)
14	στις δραστηριότητες και στις συζητήσεις που έγιναν	in the activities and in the discussions that took place		(1)

15	έμαθαν επίσης για τα οφέλη	also learned about the benefits		(1)
16	και τα πλεονεκτήματα του εθελοντισμού.	and the advantages of volunteering/volunteerism.		(1)
17	Κατά τη διάρκεια του προγράμματος	During the programme		(1)
18	έκαναν εκπαιδευτικές εκδρομές	they went on educational trips		(1)
19	και γνώρισαν τον τρόπο ζωής	and got to know the way of life/learned about the way of life	met the way of life	(1)
20	και τις φυσικές ομορφιές της χώρας μας.	and the natural beauty of our country.	the physical beauties	(1)

SECTION B mark scheme (reading comprehension)

Question Number	Answer	Mark
2(i)	The only correct answer is B: χρησιμοποιούν υπερβολικά το διαδίκτυο. <i>A is not correct because it goes against the information in the text</i> <i>C is not correct because it goes against the information in the text</i> <i>D is not correct because it goes against the information in the text</i>	(1)

Question Number	Answer	Mark
2(ii)	The only correct answer is C: δεν παραξενεύτηκε. <i>A is not correct because it goes against the information in the text</i> <i>B is not correct because it goes against the information in the text</i> <i>D is not correct because it goes against the information in the text</i>	(1)

Question Number	Answer	Mark
2(iii)	The only correct answer is A: ξέρει τον Θωμά πολλά χρόνια. <i>B is not correct because it goes against the information in the text</i> <i>C is not correct because it goes against the information in the text</i> <i>D is not correct because it goes against the information in the text</i>	(1)

Question Number	Answer	Mark
2(iv)	The only correct answer is B: είναι ανησυχητική. <i>A is not correct because it goes against the information in the text</i> <i>C is not correct because it goes against the information in the text</i> <i>D is not correct because it goes against the information in the text</i>	(1)

Question Number	Answer	Mark
3	Award 1 mark for each of the below. Only four answers are required. One mark will be deducted for each additional answer. B, D, F, G	(4)

Question Number	Answer	Reject	Mark
4(a)	Γιατί δουλεύει (1) Γιατί διέκοψε τις σπουδές της για 2 χρόνια (λόγω δουλειάς) (1) Any one	εργάζομαι κάθε μέρα	(1)

Question Number	Answer	Reject	Mark
4(b)	Επειδή αυτό που έκανε (το να σπουδάζεις και να δουλεύεις) ήταν συνηθισμένο (1)	Δε ζήτησε ποτέ βοήθεια	(1)

	Επειδή τώρα πολλοί φοιτητές δέχονται βοήθεια από τους καθηγητές τους (1)		
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Question Number	Answer	Reject	Mark
4(c)	Έπρεπε να ζητήσει βοήθεια (από τους καθηγητές της) (1) AND Έπρεπε να πει στο αφεντικό της πως σπουδάζει/ έπρεπε να είχε μιλήσει στο αφεντικό της (1)		(2)

Question Number	Answer	Reject	Mark
4(d)	Γιατί η δουλειά της έχει σχέση μ' αυτό που σπουδάζει (1) AND δημιούργησε φιλίες (1)	Κάνει πρακτική	(2)

Question Number	Answer	Reject	Mark
5(a)	Είχε πάει σε μια κηδεία (1)	τον συγγραφέα Νίκο Καζαντζάκη	(1)

Question Number	Answer	Reject	Mark
5(b)	Να ακούνε τις ειδήσεις / να ακούνε το ραδιόφωνο (1)	έπιναν καφέ	(1)

Question Number	Answer	Reject	Mark
5(c)	Γίνονταν κλοπές στο κέντρο της Αθήνας (1)		(1)

Question Number	Answer	Reject	Mark
5(d)	Ο καιρός (1)	η νύχτα	(1)

Question Number	Answer	Reject	Mark
5(e)	Η κλοπή έγινε σε κεντρικό σημείο (1) AND κανείς δεν είδε τους κλέφτες (1)		(2)

SECTION C mark scheme (written research task)

Knowledge and understanding of society and culture (via research) (AO4); Understand and respond to written language (AO2); accuracy and range of language (AO3).

This grid assesses students' ability to use information from their research and additional unseen written material to demonstrate knowledge and understanding of a research subject. It also assesses their ability to evaluate, draw conclusions and sustain a line of argument.

Note: Students must select information from a **range** of authentic sources and must therefore refer to at least **two** research sources in their response. Responses that refer to just one **single** research source cannot be awarded marks above the bands **13-17**.

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
0	No rewardable material.	0	No rewardable material
1-4	- Limited, straightforward, predictable ideas expressed on culture and society; limited information/examples/ references from research to support ideas; limited focus on the research subject. - Limited evidence of critical analysis of culture and society; points of view have little justification; limited/brief conclusions that are frequently contradictory; frequently relies on description rather than analysis.	1-2	Limited use of relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; information used is frequently contradictory/irrelevant.
5-8	- Occasionally relevant, straightforward ideas expressed about culture and society, mostly generalised, occasionally supported by information/examples/ references from research; some loss of focus on the research subject. - Occasional evidence of critical analysis of culture and society; points of view are given with occasional justification, arguments may be made but not developed, occasionally leading to straightforward conclusions that may include contradictions; some reliance on description rather than analysis.	3-4	Occasionally uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; sometimes information used is contradictory/ irrelevant.

Knowledge and understanding of society and culture (AO4)		Understand and respond to written language (AO2)	
Marks	Description	Marks	Description
9-12	• Relevant, straightforward ideas expressed about culture and society, sometimes supported by information/examples/ references from research; occasional loss of focus on the research subject. • Some critical analysis of culture and society is evident, with straightforward arguments and points of view which are sometimes developed and justified, sometimes drawing straightforward conclusions; occasionally relies on description rather than analysis.	5-6	• Sometimes uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture; occasionally information used is contradictory/ irrelevant.
13-16	• Relevant, occasionally perceptive ideas expressed about culture and society, frequently supported by pertinent information/ examples/reference from research; focus predominantly maintained on the research subject. • Critical analysis of culture and society demonstrated by frequently developed and justified arguments and viewpoints, often drawing convincing conclusions.	7-8	• Mostly uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture.
17-20	• Relevant, perceptive ideas expressed about culture and society, consistently supported by pertinent information/examples/ references from research; focused on the research subject throughout. • Critical analysis of culture and society demonstrated by consistently developed and justified arguments and viewpoints, drawing convincing conclusions.	9-10	• Consistently uses relevant information/examples/references from the text to contribute to ideas, arguments and conclusions about society and culture.

Additional guidance

Perceptive: demonstrates an in-depth understanding by making connections between ideas and information; goes beyond the standard, predictable response; shows insight/originality.

Ideas include thoughts, feelings, impressions, opinions.

Straightforward *ideas, arguments, conclusions* are deemed to be those that give the standard, predictable response.

Accuracy and range of language mark grid (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

Marks	Description
0	No rewardable language.
1-2	- Limited variation in the use of grammatical structures and vocabulary, limited use of complex language; limited variation of expression relying on rehearsed language that may be irrelevant; communication is sometimes restricted/stilted. - Limited sequences of accurate language; often errors occur that hinder clarity of communication and sometimes prevent meaning being conveyed.
3-4	- Occasional variation in the use of grammatical structures and vocabulary, with use of repetitive complex language, resulting in occasional variation of expression; occasional sequences of articulate writing. - Occasional sequences of accurate language; sometimes errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5-6	- Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex language, resulting in some variation of expression; some sequences of articulate writing. - Some sustained sequences of accurate language; occasionally errors occur that hinder clarity of communication.
7-8	- Frequent variation in use of grammatical structures and vocabulary, including examples of complex language, resulting in frequent variation of expression and predominantly articulate writing. - Accurate language throughout most of the response; errors occur but rarely hinder clarity of communication.
9-10	- Consistent variation in use of grammatical structures and vocabulary, including different types of complex language, expressing ideas in a variety of ways, resulting in articulate writing. - Accurate language throughout; any errors do not hinder clarity of the communication

Accuracy and range of language mark grid (A03)

This mark grid assesses students' ability to use a range of grammatical structures and vocabulary accurately to produce articulate communication with a range of expression.

Marks	Description
0	No rewardable language.
1-2	- Limited variation in the use of grammatical structures and vocabulary, limited use of complex language; limited variation of expression relying on rehearsed language that may be irrelevant; communication is sometimes restricted/stilted. - Limited sequences of accurate language; often errors occur that hinder clarity of communication and sometimes prevent meaning being conveyed.
3-4	- Occasional variation in the use of grammatical structures and vocabulary, with use of repetitive complex language, resulting in occasional variation of expression; occasional sequences of articulate writing. - Occasional sequences of accurate language; sometimes errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5-6	- Some variation in the use of grammatical structures and vocabulary, with use of some repetitive complex language, resulting in some variation of expression; some sequences of articulate writing. - Some sustained sequences of accurate language; occasionally errors occur that hinder clarity of communication.
7-8	- Frequent variation in use of grammatical structures and vocabulary, including examples of complex language, resulting in frequent variation of expression and predominantly articulate writing. - Accurate language throughout most of the response; errors occur but rarely hinder clarity of communication.
9-10	- Consistent variation in use of grammatical structures and vocabulary, including different types of complex language, expressing ideas in a variety of ways, resulting in articulate writing. - Accurate language throughout; any errors do not hinder clarity of the communication

SECTION C indicative content

In evaluating the statement “Αυτήν τη φορά η παιδεία άλλαξε προς το καλύτερο”, students **must** refer to the unseen stimulus **and** their research findings as part of their answer. This may include:

Question Number	Indicative content
6	Students may include: • information from research regarding past and recent changes in education in Greece, in relation to the curriculum, the textbooks, the method of instruction and reforms in the language of instruction, e.g. Katharevousa versus Demotic. (AO4) • reference from research regarding the decision to modernise education in Greece, by updating the content and making it more tailored to the needs of today’s society. A valid approach would be to make evaluative comparisons with previous academic curricula that prioritised the study of the past. (AO4) • information from research about past instructional approaches that emphasised rote learning or passive listening on the part of the student and prioritised explanation by the teacher. (AO4) Students may refer to the phrase ‘Αντί ο μαθητής να μαθαίνει απ’ έξω Ιστορία, συμμετέχει σε δραστηριότητες, για να καταλάβει τη σημασία των γεγονότων’ in the text, in order to highlight an important shift in the instructional approach and the educational aims and to argue for or against the importance of this reform that places the learner at the centre. (AO2) • reference from research regarding the introduction of digital tools and tasks, and online textbooks in Greek education and the new emphasis on students developing digital competences (AO4); to link to this, students may refer to information in the text that highlights the importance of problem-solving skills through digital technologies ‘Στην Πληροφορική, οι μαθητές μελετούν πραγματικά προβλήματα, όπως οι αλλαγές στη θερμοκρασία, και προτείνουν λύσεις’. (AO2) • arguments and conclusions consistent with their ideas/information/references/examples included in the response. (AO4)

In evaluating the statement “Η συμβολή των γυναικών στο ρεμπέτικο ήταν σημαντική” students **must** refer to the unseen text **and** their research findings as part of their answer. This may include:

Question Number	Indicative content
7	Students may include: • information from research about the social conditions within which rebetiko was created and enjoyed by a certain section of the population that was often synonymous with an underclass of downtrodden people. (A04) • information from research regarding the claim that Rebetiko was male-dominated. Valid points include reference to the contribution of artists such as Vamvakaris, Tsitsanis, Tsaoussakis and an analysis of the prevalent social and moral conventions of the period that made the participation of women in a community of rebetes difficult. (A04) • reference from research to the presence of themes about the lives and characters of women that embodied the rebetiko ideals in songs such as η Λιλή η σκανταλιάρα or Μισιρλού (A04); students may refer to the phrase in the text ‘Περισσότερα από 80 είναι τα ρεμπέτικα τραγούδια της δεκαετίας του 1930 που έχουν ως θέμα γυναίκες που ζουν μέσα στη ρεμπέτικη κοινότητα.’ (A02) • reference from research about women artists who rebelled against the social conventions and taboos of the period to perform in the various café-aman and eventually acquire fame or infamy, e.g. Stella Haskil, Rosa Eskenazy, Sotiria Bellou and others (A04); to link to this, students may refer to the phrase in the text ‘Πολλές ρεμπέτισσες, όμως, κατάφεραν να κατακτήσουν με το ταλέντο και το θάρρος τους μια θέση στη μουσική ιστορία της χώρας μας.’ (A02) • arguments and conclusions consistent with their ideas/ information/references/examples included within the response. (A04)

In evaluating the statement “«Πρέπει να εργαστούμε για τη συμφιλίωση και τη δικαιοσύνη για χάρη της ενότητας της Κύπρου», students must refer to the unseen text and their research findings as part of their answer. This may include:

Question Number	Indicative content
8	Students may include: - information from research about the historical context of the events of 1974 and their consequences for the people of Cyprus. For example, the conflict led to the partition of the island, with 200.000 Greek Cypriots and 65.000 Turkish Cypriots displaced from their homes. (AO4) - information from research about the impact of the partition on the cultural heritage of the island. For example, archeological sites, Roman and Byzantine artefacts and more than 500 churches with old icons, mosaics and murals have been either damaged or lie abandoned (AO4); to illustrate the significance of preserving the cultural identity of the island, students may refer to this phrase in the text ‘η λύση των προβλημάτων που δημιουργήθηκαν το 1974, και συμπεριλαμβάνουν την καταστροφή της πολιτιστικής και θρησκευτικής κληρονομιάς της Κύπρου, αποτελεί μεγάλη πρόκληση’. (AO2) - reference from research about the various negotiations and diplomatic efforts under the auspices of the UN and discussion of the efforts to reach a solution based on a bizonal and bicomunal federation with political equality. Examples are the 1979 agreement between President Spyros Kyprianou and Rauf Denktas, the rejection of the Annan V plan in 2004 and the deadlock at the conference on Cyprus in Switzerland in 2017. (AO4) - reference from research to the impact of the partition on the ordinary people of Cyprus who found themselves on the ‘wrong’ side of the border and the importance of the various initiatives for reconciliation, such as the educational programme ‘Imagine’ (AO4); to illustrate their point, students may use this phrase in the text ‘Το πρώτο βήμα προς την κατάργηση των συνόρων είναι η συμφιλίωση μεταξύ των απλών ανθρώπων’. (AO2) - arguments and conclusions consistent with their ideas/information/references/examples included in the response. (AO4)

In evaluating the statement “Η συμμετοχή των προσφύγων στην κοινωνία είναι η μόνη λύση για το προσφυγικό”, students **must** refer to the unseen text **and** their research findings as part of their answer. This may include:

Question Number	Indicative content
9	Students may include: • information from research about the extent of the refugee crisis in Greece and recent trends published by the Ministry of Migration and Asylum that document, for example, that the overall number of refugees in Greece in May 2023 was 47% lower than in May 2022. (AO4) • reference from research to the challenges regarding issues of infrastructure and resources in Greece during the period of the crisis. For example, many communities on the islands of the Aegean bore the brunt of the migrant crisis, as large numbers of refugees who arrived by sea were rescued and eventually accommodated in makeshift shelters, relying on the charity of locals. (AO4) • reference from research regarding either government initiatives for the integration of refugee children in schools or the work of humanitarian organisations, such as the Home Project, that care for unaccompanied refugee minors by offering protection, education and social integration services (AO4); students may refer to the phrase in the text ‘ιδιαίτερα προς τα παιδιά των προσφύγων και τους ασυνόδευτους ανηλίκους’ in order to link to an argument about the efficacy of these integration efforts. (AO2) • information from research on efforts by various municipalities, NGOs and organisations such as the HELIOS programme for refugees to reduce dependency on aid through language programmes, vocational training and improved access to accommodation, employment, education and healthcare (AO4); students may refer to the phrase in the text ‘Οι πρόσφυγες θέλουν να σταματήσουν να εξαρτώνται από τη φιλανθρωπία και την ανθρωπιστική βοήθεια’ in order to link to an argument about integration outcomes (AO2) • arguments and conclusions consistent with their ideas/ information/references/examples included in the response. (AO4)

