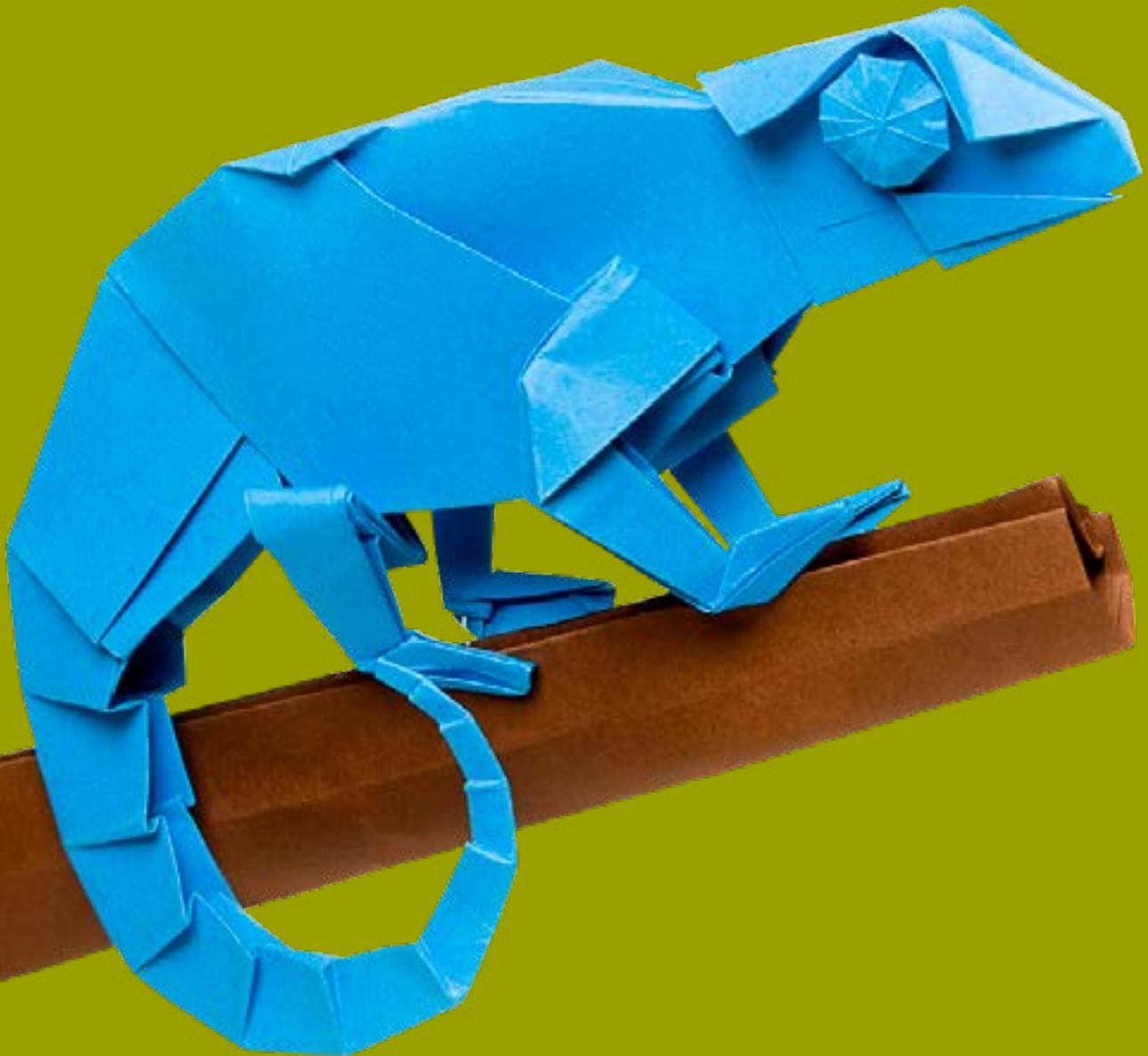


GCSE (9-1) Greek



Sample Assessment Materials

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in Greek (1GK0)

First teaching from September 2017

First certification from June 2019

Issue 3

About Pearson

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Summary of Pearson Edexcel Level 1/2 GCSE in Greek sample assessment materials

Issue 3 changes

Summary of changes made between previous issue and this current issue	Page number
Paper 4 Writing, Foundation and Higher tiers The Sample Assessment Materials for Paper 4 have been amended to reflect the following amendments: <ul style="list-style-type: none">• the addition of the optional Question 2(b) on the Foundation tier paper• an addition of 5 minutes to the length of the Foundation tier paper• question titles appearing in English instead of the target language for both Foundation and Higher tier papers	159 - 167 and 341 - 352

Earlier issues show previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introduction

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Greek is designed for use in schools and colleges. It is part of a suite of GCSE qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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/indicative content will not be exhaustive. However different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 1: Listening and understanding in Greek

Foundation Tier

Sample assessment material for first teaching
September 2017
Transcript

Paper Reference
1GK0/1F

Do not return this Transcript with the question paper.

Turn over ►

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SECTION A

Family news

Question 1

Example

M1: Είναι ο γάμος της ξαδέρφης μου το Σάββατο.

Question 1

F1: Ο αδερφός μου δίνει εξετάσεις αύριο.

M2: Την Κυριακή είναι τα γενέθλια της γιαγιάς μου.

F2: Πάμε διακοπές τον Αύγουστο.

A ticket to Naoussa

Question 2

Example

M1: Καλημέρα. Ένα εισιτήριο με επιστροφή για τη Νάουσα, παρακαλώ.

Question 2 Part (i)

F1: Δεκατρία ευρώ. Το επόμενο λεωφορείο φεύγει σε πέντε λεπτά από το διάδρομο είκοσι.

Question 2 Part (ii)

M1: Ορίστε. Υπάρχει θέση δίπλα στο παράθυρο;

Question 2 Part (iii)

F1: Βεβαίως. Ορίστε.

An eco-camp

Question 3

Example

M2: Κάθε Ιούλιο στην κατασκήνωση «Ολυμπία» μαθαίνω πολλά για το περιβάλλον.

Question 3

M2: Κάθε χρόνο φυτεύω δέντρα στο δάσος. Κι εσύ Ζωή;

F1: Μαζεύω τα σκουπίδια στην παραλία νωρίς το πρωί. Κατερίνα;

F2: Πηγαίνω όλα τα μπουκάλια και τα χαρτιά για ανακύκλωση.

School in Greece

Question 4

Example

M1: Πρέπει να βρισκόμαστε στο Γυμνάσιο στις 8.

Question 4

M1: Δυστυχώς, κινητά απαγορεύονται. Τουλάχιστον, στα διαλείμματα μπορούμε να παίζουμε μπάσκετ. Αγγελική;

F1: Μόλις μπούμε στην τάξη, ο καθηγητής παίρνει παρουσίες και μετά ελέγχει τις εργασίες μας. Κι εσύ, Λυδία;

F2: Έχουμε μικρά διαλείμματα. Το σημαντικότερο είναι ότι είμαι σπίτι στις 2 το μεσημέρι.

Hotel reservation

Question 5

Question 5 Part (a)

M2: Ξενοδοχείο «Πάφος Παλάς», καλησπέρα σας.

F2: Γεια σας. Θα ήθελα ένα δίκλινο δωμάτιο.

Question 5 Part (b)

M2: Για πότε;

F2: Θα είμαστε στο νησί στις 6 Οκτωβρίου και θα θέλαμε να μείνουμε τέσσερις νύχτες.

Question 5 Part (c)

F2: Έχετε μήπως δωμάτιο στον τρίτο όροφο;

A folklore dance festival

Question 6

F1: Το Φεστιβάλ Παραδοσιακού Χορού της Κύπρου θα γίνει και πάλι φέτος στη Λάρνακα από τις 16 μέχρι τις 21 Σεπτεμβρίου. Πριν αρχίσει το φεστιβάλ, χορευτικά συγκροτήματα από όλη την Ευρώπη και την Κύπρο θα βγουν στους δρόμους της πόλης. Κάθε βράδυ θα χορεύουν πάνω στη σκηνή, στην παραλία των Φοινικούδων.

Are you a beginner in Greek?

Question 7

F2: Μάθατε ελληνικά στο Σχολείο Ελληνικής Γλώσσας στη Θεσσαλονίκη και θέλετε να τα εξασκήσετε;

Question 7

F2: Θέλετε να γνωρίσετε την Ελλάδα και τη φύση της; Ψάχνουμε νέους 20-30 ετών που να θέλουν να δουλέψουν σ' ένα αγρόκτημα στο Βόλο μαζί με νέους απ'όλο τον κόσμο. Θα σας φιλοξενήσουν ελληνικές οικογένειες και θα δοκιμάσετε την ελληνική κουζίνα.

Memories from Greece

Question 8

M1: Παρόλο που πέρασαν δέκα χρόνια από τότε που μετακομίσαμε στην Αγγλία, ακόμη μου λείπει η Ελλάδα: ειδικά η ζωή στο χωριό με τον παππού και τη γιαγιά. Συνήθως τα σαββατοκύριακα πηγαίναμε βόλτες με τον παππού στο βουνό. Στη γειτονιά υπήρχαν πολλά παιδιά και κάναμε παρέα. Ακόμα τους βλέπω, όταν πηγαίνω στην Ελλάδα.

School trip

Question 9

Example

F1: Μαζί με τους καθηγητές μας οργανώσαμε μια εκδρομή στα αξιοθέατα της Κατερίνης. Πρώτα θαυμάσαμε τον αρχαιολογικό χώρο του Δίου.

Question 9

F1: Δύο συμμαθητές μας ήταν υπεύθυνοι για την ξενάγηση. Δεύτερη στάση το Λιτόχωρο, ένα χωριό στον Όλυμπο. Περπατήσαμε στα πέτρινα δρομάκια και στις γραφικές γειτονιές του. Τότε καταλάβαμε, γιατί όλοι μιλούσαν για τη φανταστική αρχιτεκτονική του! Αγοράσαμε αναμνηστικά και βγάλαμε φωτογραφίες. Είχε πάει δύο η ώρα και πεινασμένοι καθίσαμε σε μια παραλιακή ψαροταβέρνα. Λέγαμε αστεία και κυρίως χαλαρώσαμε.

Careers

Question 10

M2: Τι θα κάνεις του χρόνου, Έφη;

F1: Μου πρότειναν να γίνω διευθύντρια πωλήσεων στην εταιρεία που δουλεύω. Πρώτα όμως πρέπει να μάθω ένα καινούριο πρόγραμμα πληροφορικής στα γραφεία μας στην Ιταλία. Είναι μεγάλη ευκαιρία, και το καλύτερο, θα ζήσω σε μία ξένη χώρα για έξι μήνες! Κι εσύ, Νίκο;

M2: Θα συνεχίσω να δουλεύω ως μηχανικός στο γκαράζ του πατέρα μου. Έχει κάποια προβλήματα υγείας και με χρειάζεται. Το όνειρό μου; Να παρουσιάζω μια εκπομπή για αυτοκίνητα στην τηλεόραση. Όμως ξέρω ότι αυτό μάλλον δε θα γίνει.

At the Byzantine museum

Question 11

Example

F2: Σας παρακαλώ ν' ακούσετε προσεκτικά τις οδηγίες και να τις ακολουθήσετε, για να μην υπάρξει κάποιο πρόβλημα.

Question 11

F2: Έχω τα εισιτήρια εισόδου. Ορίστε! Το ωραίο είναι ότι σήμερα η ξενάγηση είναι δωρεάν. Έχει πολύ κόσμο, γι' αυτό καλό είναι να μείνετε όλη η ομάδα μαζί. Μετά την ξενάγηση έχετε μία ώρα ελεύθερη, για να επισκεφτείτε το κατάστημα του μουσείου ή να τσιμπήσετε κάτι, αν θέλετε. Ραντεβού στην έξοδο του μουσείου στις τρεις το απόγευμα.

A restaurant advertisement

Question 12

M2: Το εστιατόριο «Σελήνη» στη Σαντορίνη γίνεται φέτος 30 χρονών. Ελάτε να γιορτάσουμε μαζί. Σας περιμένουμε κάθε Πέμπτη μέχρι το τέλος του φθινοπώρου, στο χωριό Πύργος της Σαντορίνης. Γνωστοί σεφ θα είναι εδώ και θα μαγειρεύουν μπροστά σας πιάτα για όλα τα γούστα με ντόπια προϊόντα.

SECTION B

Πρόταση για δουλειά

Ερώτηση 13

Παράδειγμα

M1: Μου πρότειναν δουλειά στην Κρήτη και αποφάσισα να δεχτώ.

Ερώτηση 13

M1: Αρχικά θα δουλέψω εκεί έναν μήνα τον Απρίλιο.

F1: Πού;

M1: Στο βιβλιοπωλείο του θείου μου του Λευτέρη στα Χανιά. Έφυγε ο λογιστής του και θα πάω να βοηθήσω. Τις καθημερινές θα εργάζομαι μέχρι τις 6 και μισή το απόγευμα, αλλά δε με πειράζει, γιατί θα έχω ελεύθερο χρόνο τα σαββατοκύριακα. Θα νοικιάσω αυτοκίνητο για να γνωρίσω το νησί και να δω τους συγγενείς μου.

Το πρότυπό μου

Ερώτηση 14

Παράδειγμα

F2: Η θεία μου, η Άννα, είναι ένας ξεχωριστός άνθρωπος. Από μικρή ήθελε να πετύχει στη ζωή της και να καταφέρει να κάνει κάτι καλύτερο.

Ερώτηση 14

F2: Πολύ συχνά φρόντιζε τα μικρότερα αδέρφια της, όταν οι γονείς της ήταν στη δουλειά. Στο σχολείο έπαιρνε καλούς βαθμούς χωρίς μεγάλη προσπάθεια. Επίσης, σαν φοιτήτρια της Ιατρικής συνδύαζε καλά σπουδές και διασκέδαση. Όλοι την ήθελαν στην παρέα τους. Στο νοσοκομείο, όπου δουλεύει ως γιατρός, όλοι την αγαπάνε. Πρόσφατα έκανε αίτηση, για να δουλέψει με τους Γιατρούς χωρίς Σύνορα στη Συρία και τη δέχτηκαν. Είναι το πρότυπό μου!

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

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Greek

Paper 1: Listening and understanding in Greek

Foundation Tier

Sample assessment material for first teaching
September 2017

Time: 30 minutes and 5 minutes' reading time

Paper Reference

1GK0/1F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in English.
- Questions in Section B are set in Greek.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests.
There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross . If you change your mind about an answer, put a line through the box and then mark your new answer with a cross .

SECTION A

Family news

1 What are these people talking about?

Listen to the recording and put a cross in each one of the **three** correct boxes.

<input checked="" type="checkbox"/>	Example: a family wedding
<input type="checkbox"/>	A an Easter celebration
<input type="checkbox"/>	B a christening
<input type="checkbox"/>	C a birthday
<input type="checkbox"/>	D a family reunion
<input type="checkbox"/>	E a holiday
<input type="checkbox"/>	F a new birth
<input type="checkbox"/>	G exams

(Total for Question 1 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

A ticket to Naoussa

- 2 You are at a bus ticket office in Thessaloniki and you are listening to a conversation between a passenger and an employee.

What do they say?

Listen to the recording and complete these statements by putting a cross ☒ in the correct box for each question.

Example: The passenger wants to buy a...

<input type="checkbox"/>	A single ticket
<input checked="" type="checkbox"/>	B return ticket
<input type="checkbox"/>	C student ticket
<input type="checkbox"/>	D family ticket

- (i) The ticket costs...

<input type="checkbox"/>	A €9.50
<input type="checkbox"/>	B €13
<input type="checkbox"/>	C €20
<input type="checkbox"/>	D €23

- (ii) The next bus is...

<input type="checkbox"/>	A full
<input type="checkbox"/>	B delayed
<input type="checkbox"/>	C cancelled
<input type="checkbox"/>	D leaving soon

- (iii) The passenger requested...

<input type="checkbox"/>	A a bus timetable
<input type="checkbox"/>	B extra leg room
<input type="checkbox"/>	C a seat by the window
<input type="checkbox"/>	D luggage assistance

(Total for Question 2 = 3 marks)

An eco-camp

3 Alexandros and his friends are talking about an eco-camp that they go to.

What do they say?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

	Alexandros	Zoe	Katerina
Example: I learn about the environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A I plant trees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B I save water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C I clear up the beach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D I learn about endangered species	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E I recycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F I learn how to save energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G I collect rubbish from the forest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 3 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

School in Greece

4 Raphael and his friends are talking about their school in Greece.

What do they say?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

	Raphael	Angeliki	Lydia
Example: School starts at 8.00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A I would prefer to wear my own clothes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Ball games are allowed at break time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C I hand in my homework after registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D Only one trip per month is allowed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E First period is always Maths	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F I check my text messages between lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G School finishes before 2pm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Total for Question 4 = 3 marks)

Hotel reservation

5 You are working during your holidays at the reception desk of a hotel in Cyprus and answer a telephone call.

Listen to the recording and answer the following questions in **English**.

(a) What type of room does the customer want? (1)

.....

(b) When and for how long is she planning to stay? (2)

.....

.....

(c) What did she request? (1)

.....

(Total for Question 5 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

A folklore dance festival

- 6 You hear this advertisement on the radio for a Folklore Dance festival in Cyprus.
Complete the sentences. Use the correct word or phrase from the box.

Limassol	October	on stage
Greece	September	Larnaca
Europe	at the stadium	

- (a) This festival takes place in Larnaca in the middle of
..... . (1)
- (b) Participants from Cyprus and all over will
parade in the streets before performing (2)

(Total for Question 6 = 3 marks)

Are you a beginner in Greek?

7 You hear a job advertisement on a Greek radio station.

What does the advert say you can do?

Listen to the recording and put a cross ☒ in each one of the three correct boxes.

<input checked="" type="checkbox"/>	Example: practise Greek
<input type="checkbox"/>	A do a course in Greek
<input type="checkbox"/>	B work in a local shop
<input type="checkbox"/>	C learn how to cook
<input type="checkbox"/>	D stay with Greek families
<input type="checkbox"/>	E travel all over Greece
<input type="checkbox"/>	F work outdoors
<input type="checkbox"/>	G meet people from all over the world

(Total for Question 7 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Memories of Greece

- 8 You hear a podcast that one of your Greek friends, Costas, has recorded for you about his memories of Greece.

Listen to the recording and answer the following questions in **English**.

- (a) What does Costas miss most about his life in Greece? (1)

- (b) What did he do most weekends when he was living in Greece? (1)

- (c) How do we know that he values his old friendships? (1)

(Total for Question 8 = 3 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

School trip

- 9 During an internet link with your exchange school, Dimitra tells you about a recent school trip.

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: The first stop was at...

<input type="checkbox"/>	A a museum
<input checked="" type="checkbox"/>	B an archaeological site
<input type="checkbox"/>	C a seaside town
<input type="checkbox"/>	D a big city

- (i) The tour guides were...

<input type="checkbox"/>	A fellow students
<input type="checkbox"/>	B professionals
<input type="checkbox"/>	C teachers
<input type="checkbox"/>	D locals

- (ii) In Litohoro the students were impressed by the...

<input type="checkbox"/>	A breath-taking view
<input type="checkbox"/>	B friendly residents
<input type="checkbox"/>	C shops
<input type="checkbox"/>	D architecture

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

(iii) At 2 pm they...

<input type="checkbox"/>	A had a picnic by the sea
<input type="checkbox"/>	B were very tired
<input type="checkbox"/>	C were ready for a meal
<input type="checkbox"/>	D went fishing

(iv) This trip...

<input type="checkbox"/>	A helped them relax
<input type="checkbox"/>	B brought them close to their teachers
<input type="checkbox"/>	C taught them about the Romans
<input type="checkbox"/>	D helped them appreciate the countryside

(Total for Question 9 = 4 marks)

Careers

10 Efi and Nicos are discussing their career prospects.

Listen to the conversation and answer the following questions in **English**.

(a) What type of training has Efi been offered? (1)

(b) What is the main attraction of her new career prospect? (1)

(c) Why has Nicos decided to stay at his current job? (1)

(d) What does he dream of doing? (1)

(Total for Question 10 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

At the Byzantine museum

11 You are part of a tourist group outside the Byzantine museum in Thessaloniki and you hear the tour leader providing information.

What do the tourists need to know?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

<input checked="" type="checkbox"/>	Example: They should follow instructions carefully.
<input type="checkbox"/>	A There is an exhibition on Byzantine icons.
<input type="checkbox"/>	B They need to keep together during the tour.
<input type="checkbox"/>	C They can buy souvenirs.
<input type="checkbox"/>	D They need to pay at the entrance.
<input type="checkbox"/>	E The visit will finish at 4pm.
<input type="checkbox"/>	F They need to head for the exit after the tour.
<input type="checkbox"/>	G The guided tour is free.

(Total for Question 11 = 3 marks)

A restaurant advertisement

12 You are in Greece on holidays and you hear an advertisement on the radio.

Listen to the advertisement and answer the following questions **in English**.

(a) Why is this a special year for the restaurant? (1)

(b) When do the celebrations end? (1)

(c) How will the restaurant mark the occasion? Give **two** details. (2)

(Total for Question 12 = 4 marks)

TOTAL FOR SECTION A = 40 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

SECTION B

Πρόταση για δουλειά

13 Ακούς τη συζήτηση ανάμεσα στον Άγγελο και σ' έναν φίλο του σ' ένα νησί στην Ελλάδα.

Συμπλήρωσε τα κενά με μία ή περισσότερες λέξεις από τον πίνακα, όπως στο παράδειγμα. Οι λέξεις είναι περισσότερες από τα κενά.

αυτοκίνητο	μοτοσυκλέτα	το καλοκαίρι	την άνοιξη
στην Κρήτη	πελάτες	στην Κέρκυρα	6.30 μ.μ.
λογαριασμούς	θείο	πατέρα	5.30 μ.μ.

Παράδειγμα: Ο Άγγελος θέλει να εργαστεί στην Κρήτη

- (a) Θα βρίσκεται εκεί (1)
- (b) Το βιβλιοπωλείο ανήκει στον (1)
- (c) Θα βοηθάει με τους (1)
- (d) Τις καθημερινές θα τελειώνει στις (1)
- (e) Στο νησί θα χρησιμοποιεί (1)

(Total for Question 13 = 5 marks)

Το πρότυπό μου

14 Η Βίκυ, μία μαθήτρια από το πρόγραμμα ανταλλαγής μαθητών μιλάει μέσω skype για το πρότυπό της.

Τι λέει;

Επίλεξε από τις παρακάτω λέξεις: **έξυπνη, υπεύθυνη, δημοφιλής ή φιλόδοξη**. Κάθε λέξη μπορεί να χρησιμοποιηθεί περισσότερες από μία φορές.

Παράδειγμα: Από παιδί η θεία μου η Άννα ήταν φιλόδοξη

- (a) Στην οικογένειά της ήταν πολύ (1)
- (b) Στο σχολείο ήταν (1)
- (c) Στο Πανεπιστήμιο έδειξε ότι είναι (1)
- (d) Στη δουλειά της είναι (1)
- (e) Τα σχέδιά της για το μέλλον δείχνουν ότι είναι (1)

(Total for Question 14 = 5 marks)

TOTAL FOR SECTION B = 10 MARKS
TOTAL FOR PAPER = 50 MARKS

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

GCSE Greek Foundation

Paper 1 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Greek script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied a Greek word or name.

SECTION A

Question number	Answer	Mark
1	C, E, G	(3)

Question number	Answer	Mark
2(i)	B	(1)

Question number	Answer	Mark
2(ii)	D	(1)

Question number	Answer	Mark
2(iii)	C	(1)

Question number	Answer	Mark
3 (Alexandros)	A	(1)

Question number	Answer	Mark
3 (Zoe)	C	(1)

Question number	Answer	Mark
3 (Katerina)	E	(1)

Question number	Answer	Mark
4 (Raphael)	B	(1)

Question number	Answer	Mark
4 (Angeliki)	C	(1)

Question number	Answer	Mark
4 (Lydia)	G	(1)

Question number	Answer	Reject	Mark
5(a)	double room/twin room		(1)

Question number	Answer	Reject	Mark
5(b)	4 nights/4 days (1) 6 th October (1)	four	(2)

Question number	Answer	Reject	Mark
5(c)	(a) third floor room	a room	(1)

Question number	Answer	Mark
6(a)	September	(1)

Question number	Answer	Mark
6(b)	Europe (1) on stage (1)	(2)

Question number	Answer	Mark
7	D, F, G	(3)

Question number	Answer	Reject	Mark
8(a)	village life (with his grandparents)	Greece mountain strolls with his grandfather his friends/neighbours	(1)

Question number	Answer	Reject	Mark
8(b)	went into the mountains/ walking in the mountain/ mountain walks (with his grandfather)	meet his friends/neighbours	(1)

Question number	Answer	Reject	Mark
8(c)	Any one of the following: (he) still keeps in touch(1) (he) sees friends in Greece (1)	he goes to Greece (often)	(1)

Question number	Answer	Mark
9(i)	A	(1)

Question number	Answer	Mark
9(ii)	D	(1)

Question number	Answer	Mark
9(iii)	C	(1)

Question number	Answer	Mark
9(iv)	A	(1)

Question number	Answer	Reject	Mark
10(a)	Information technology/IT (1)	training in Italy	(1)

Question number	Answer	Reject	Mark
10(b)	live abroad (for six months) (1)	a big career opportunity	(1)

Question number	Answer	Reject	Mark
10(c)	Any one of the following: his father is unwell (1) his father needs him (1)	his father owns a garage	(1)

Question number	Answer	Reject	Mark
10(d)	TV presenter/work on TV	to be a mechanic	(1)

Question number	Answer	Mark
11	B, C, G	(3)

Question number	Answer	Reject	Mark
12(a)	(it has been) open for 30 years/ it is 30 years old		(1)

Question number	Answer	Reject	Mark
12(b)	the end of autumn	autumn	(1)

Question number	Answer	Reject	Mark
12(c)	Any two of the following: well-known/famous chefs will be cooking/presenting (1) a wide range of dishes (1) using local produce (1)		(2)

SECTION B

Question number	Answer	Mark
13(a)	την άνοιξη	(1)

Question number	Answer	Mark
13(b)	θείο	(1)

Question number	Answer	Mark
13(c)	λογαριασμούς	(1)

Question number	Answer	Mark
13(d)	06.30	(1)

Question number	Answer	Mark
13(e)	αυτοκίνητο	(1)

Question number	Answer	Mark
14(a)	υπεύθυνη	(1)

Question number	Answer	Mark
14(b)	έξυπνη	(1)

Question number	Answer	Mark
14(c)	δημοφιλής	(1)

Question number	Answer	Mark
14(d)	δημοφιλής	(1)

Question number	Answer	Mark
14(e)	υπεύθυνη	(1)

Pearson Edexcel Level 1/Level 2 GCSE (9-1)

Greek

Paper 2: Speaking in Greek

General instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Turn over ►

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General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 7 to 9 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must **not** read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role-play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role-play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between one to one-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no re-phrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

The conversation is in **two** parts, each covering a separate theme.

For Part 1, the candidate will select one topic from one theme in advance.

For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between three-and-a-half to four-and-a-half minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
 - answer questions freely, in turn allowing them to produce extended sequences of speech
 - develop conversations and discussions
 - give and justify own thoughts and opinions
 - refer to past, present and future events.

GCSE Greek Foundation Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Foundation tier

- Role play FR3
- Picture card FP7
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 2 OR Theme 5

If Candidate 1 has selected Theme 3 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate:	Candidate 1 grid
2nd candidate:	Candidate 3 grid
3rd candidate:	Candidate 4 grid
4th candidate:	Candidate 6 grid
5th candidate:	Candidate 7 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

- Theme 1 – Identity and Culture
- Theme 2 – Local area, holiday and travel
- Theme 3 – School
- Theme 4 – Future aspirations, work and study
- Theme 5 – International and global dimension

Sample sequencing grid

Candidate Order	Task 1		Task 2		Task 3	
	Pearson Allocated	Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection	
	Role Play	Picture Based	Conversation 1	Conversation 2		
Candidate 1	→	→	FP7 (Theme 4)	→ Theme 1	→ Theme 2 OR Theme 5	
	FR3 (Theme 3)		FP9 (Theme 5)	Theme 2	Theme 1 OR Theme 4	
			FP1 (Theme 1)	Theme 4	Theme 2 OR Theme 5	
			FP3 (Theme 2)	Theme 5	Theme 1 OR Theme 4	
			FP5 (Theme 3)	Theme 1	Theme 4 OR Theme 5	
Candidate 2	→	→	FP2 (Theme 1)	→ Theme 3	→ Theme 4 OR Theme 5	
	FR5 (Theme 2)		FP10 (Theme 5)	Theme 4	Theme 1 OR Theme 3	
			FP8 (Theme 4)	Theme 5	Theme 1 OR Theme 3	
			FP4 (Theme 2)	Theme 1	Theme 3 OR Theme 5	
			FP9 (Theme 5)	Theme 2	Theme 1 OR Theme 3	
Candidate 3			FP1 (Theme 1)	Theme 3	Theme 2 OR Theme 5	
			FP6 (Theme 3)	Theme 5	Theme 1 OR Theme 2	
			FP8 (Theme 4)	Theme 2	Theme 3 OR Theme 5	
			FP3 (Theme 2)	Theme 3	Theme 4 OR Theme 5	
			FP10 (Theme 5)	Theme 4	Theme 2 OR Theme 3	
Candidate 4			FP5 (Theme 3)	Theme 5	Theme 2 OR Theme 4	
			FP9 (Theme 5)	Theme 1	Theme 3 OR Theme 4	
			FP1 (Theme 1)	Theme 3	Theme 4 OR Theme 5	
			FP6 (Theme 3)	Theme 4	Theme 1 OR Theme 5	
			FP7 (Theme 4)	Theme 5	Theme 1 OR Theme 3	
Candidate 5						

Candidate 6	FR9 (Theme 4)	FP10 (Theme 5)	Theme 1	Theme 2 OR Theme 3
		FP5 (Theme 3)	Theme 2	Theme 1 OR Theme 5
		FP3 (Theme 2)	Theme 3	Theme 1 OR Theme 5
		FP2 (Theme 1)	Theme 5	Theme 2 OR Theme 3
		FP7 (Theme 4)	Theme 2	Theme 3 OR Theme 5
Candidate 7	FR10 (Theme 1)	FP9 (Theme 5)	Theme 3	Theme 2 OR Theme 4
		FP6 (Theme 3)	Theme 4	Theme 2 OR Theme 5
		FP4 (Theme 2)	Theme 5	Theme 3 OR Theme 4
		FP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		FP10 (Theme 5)	Theme 3	Theme 1 OR Theme 4
Candidate 8	FR7 (Theme 2)	FP2 (Theme 1)	Theme 4	Theme 3 OR Theme 5
		FP5 (Theme 3)	Theme 5	Theme 1 OR Theme 4
		FP4 (Theme 2)	Theme 1	Theme 4 OR Theme 5
		FP7 (Theme 4)	Theme 2	Theme 1 OR Theme 5
		FP10 (Theme 5)	Theme 4	Theme 1 OR Theme 2
Candidate 9	FR4 (Theme 3)	FP1 (Theme 1)	Theme 5	Theme 2 OR Theme 4
		FP8 (Theme 4)	Theme 2	Theme 3 OR Theme 5
		FP3 (Theme 2)	Theme 3	Theme 4 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		FP6 (Theme 3)	Theme 5	Theme 2 OR Theme 4
Candidate 10	FR2 (Theme 1)	FP3 (Theme 2)	Theme 3	Theme 4 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 2 OR Theme 3
		FP6 (Theme 3)	Theme 5	Theme 2 OR Theme 4
		FP3 (Theme 2)	Theme 3	Theme 4 OR Theme 5
		FP9 (Theme 5)	Theme 4	Theme 2 OR Theme 3
* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'				

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS FR1

Topic: Cultural life

Instructions to candidates

You are planning to go to a music festival with your Greek friend. The teacher will play the role of your friend and will speak first.

You must address your Greek friend as *εσύ*.

You will talk to the teacher using the five prompts below.

- Where you see - ; - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Πηγαίνεις σ' ένα μουσικό φεστιβάλ με έναν Έλληνα φίλο σου. Μιλάς στον φίλο σου.

1. Πηγαίνεις στο φεστιβάλ – γιατί
2. Φεστιβάλ– πόσο καιρό
3. !
4. Ρούχα για το φεστιβάλ - είδος
5. ; Κάμπινγκ - γνώμη

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS FR1

Topic: Cultural life

Instructions to teacher

- Address the candidate as *εσύ*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Πηγαίνεις σ' ένα μουσικό φεστιβάλ με έναν Έλληνα φίλο σου. Μιλάς στον φίλο σου.

1	Γιατί θέλεις να πας στο φεστιβάλ; Allow the candidate to tell you why they want to go to the festival.
2	Πόσο καιρό διαρκεί το φεστιβάλ; Allow the candidate to say how long the festival lasts.
3	! Ποια είναι η τιμή των εισιτηρίων για το φεστιβάλ; Allow the candidate to say how much the festival tickets cost.
4	Τι ρούχα φοράνε στο φεστιβάλ συνήθως; Allow the candidate to say what type of clothes people wear at the festival. Εντάξει.
5	; Allow the candidate to ask your opinion of camping. Give an appropriate brief response.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR2

Topic: Daily life

Instructions to candidates

You are in a clothes shop in Greece. The teacher will play the role of the sales assistant and will speak first.

You must address the sales assistant as *εσείς*.

You will talk to the teacher using the five prompts below.

- Where you see - ; - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Βρίσκεστε σ' ένα κατάστημα ρούχων στην Ελλάδα. Μιλάτε στην πωλήτρια.

1. Ρούχο- τι θέλετε
2. Ρούχο - περιγραφή
3. !
4. Ρούχο - γιατί
5. ; Ρούχο – δοκιμάζετε

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

Turn over ►

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STIMULUS FR2

Topic: Daily life

Instructions to teacher

- Address the candidate as *εσείς*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction>

Βρίσκεστε σ' ένα κατάστημα ρούχων στην Ελλάδα. Μιλάτε στην πωλήτρια.

1	<i>Καλημέρα σας. Πώς μπορώ να σας βοηθήσω;</i> Allow the candidate to say which article(s) of clothing they are looking for.
2	<i>Τι ακριβώς ψάχνετε;</i> Allow the candidate to describe the item of clothing they want.
3	<i>!</i> <i>Πόσα χρήματα θα θέλατε να πληρώσετε;</i> Allow the candidate to say how much they would like to spend.
4	<i>Γιατί το αγοράζετε;</i> Allow the candidate to say why they are buying it. <i>Εντάξει.</i>
5	<i>;</i> Allow the candidate to ask about trying on the item of clothing. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

Paper Reference
1GK0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS FR3

Topic: What school is like

Instructions to candidates

You are talking to a Greek friend about school. The teacher will play the part of your Greek friend and will speak first.

You must address your Greek friend as *εσύ*.

You will talk to the teacher using the five prompts below.

- Where you see - ; - you must ask a question
- Where you see - ! - you must respond to something you have not prepared

Task

Βρίσκεσαι στο σπίτι ενός Έλληνα φίλου σου. Μιλάτε για το σχολείο με το φίλο σου.

1. Σχολείο – ξεκινάει
2. Αγαπημένο μάθημα – γιατί
3. !
4. Διάλειμμα – δραστηριότητα
5. ; Γυμναστική – την εβδομάδα

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS FR3

Topic: What school is like

Instructions to teacher

- Address the candidate as *εσύ*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Βρίσκεσαι στο σπίτι ενός Έλληνα φίλου σου. Μιλάτε για το σχολείο με το φίλο σου.

1	<i>Τι ώρα αρχίζει το σχολείο σου;</i> Allow the candidate to say what time school starts.
2	<i>Ποιο είναι το αγαπημένο σου μάθημα και γιατί;</i> Allow the candidate to say what their favourite subject is and why.
3	<i>!</i> <i>Μίλησέ μου για τους δασκάλους σου στο σχολείο.</i> Allow the candidate to say what the teachers are like.
4	<i>Τι κάνεις συνήθως στο διάλειμμα;</i> Allow the candidate to say what they do during break. <i>Εντάξει.</i>
5	<i>;</i> Allow the candidate to ask you how many times you do Physical Education per week. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR4

Topic: School activities

Instructions to candidates

You are at school talking to your Greek exchange partner about a school trip they are joining you on. The teacher will play the role of the exchange partner and will speak first.

You must address the exchange partner as *εσύ*.

You will talk to the teacher using the five prompts below.

- Where you see - ; - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Μιλάς με μία Ελληνίδα μαθήτρια από το πρόγραμμα ανταλλαγής για τη σχολική εκδρομή.

1. Εκδρομή – ημερομηνία
2. Εκδρομή – πόση ώρα
3. !
4. Σχολικές εκδρομές – γνώμη
5. ; Σχολικές εκδρομές – πόσο συχνά

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR4

Topic: School activities

Instructions to teacher

- Address the candidate as *εσύ*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Μιλάς με μία Ελληνίδα μαθήτρια από το πρόγραμμα ανταλλαγής για τη σχολική εκδρομή.

1	Πότε πάμε εκδρομή; Allow the candidate to say the date of the trip.
2	Πόσο διαρκεί η εκδρομή; Allow the candidate to say how long the trip lasts.
3	! Πού να συναντηθούμε; Allow the candidate to say where to meet.
4	Τι γνώμη έχεις για τις σχολικές εκδρομές; Allow the candidate to give their opinion of school trips. Ενδιαφέρον.
5	; Allow the candidate to ask you how often you go on school trips. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR5

Topic: Travel and tourist transactions

Instructions to candidates

You are in a tourist information office in Greece talking about your visit to the town. The teacher will play the role of the employee and will speak first.

You must address the employee as *εσείς*.

You will talk to the teacher using the five prompts below.

- Where you see - ; - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Βρίσκεστε σ' ένα τουριστικό γραφείο σε μία ελληνική πόλη. Μιλάτε για τη διαμονή σας στην Ελλάδα.

1. Μέρος που θέλετε να πάτε
2. Διάρκεια διαμονής
3. !
4. Επίσκεψη σ' αυτήν την περιοχή – γιατί
5. ; Ξενοδοχεία – πληροφορίες

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR5

Topic: Travel and tourist transactions

Instructions to teacher

- Address the candidate as *εσείς*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Βρίσκεστε σ' ένα τουριστικό γραφείο σε μία ελληνική πόλη. Μιλάτε για τη διαμονή σας στην Ελλάδα.

1	<i>Πώς μπορώ να σας βοηθήσω;</i> Allow the candidate to say where they would like to go.
2	<i>Για πόσο καιρό είστε στην Ελλάδα;</i> Allow the candidate to say how long they are spending here.
3	<i>!</i> <i>Πώς σας φαίνεται η Ελλάδα;</i> Allow the candidate to say what they think about Greece.
4	<i>Γιατί είστε εδώ;</i> Allow the candidate to say why they are visiting this area. <i>Εντάξει.</i>
5	<i>;</i> Allow the candidate to ask for information about hotels. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR6

Topic: Holidays

Instructions to candidates

You are on holiday in Greece and would like to book some activities in a local sports centre. The teacher will play the role of the employee at the sports centre and will speak first.

You must address the employee as *εσείς*.

You will talk to the teacher using the five prompts below.

- Where you see - ; - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Είστε διακοπές στην Ελλάδα και θα θέλατε να κλείσετε ένα μάθημα σ' ένα τοπικό αθλητικό κέντρο.

1. Μάθημα – τι
2. Μάθημα – τι ώρα
3. !
4. Αυτές οι διακοπές – γνώμη
5. ; Γυμναστής – όνομα

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR6

Topic: Holidays

Instructions to teacher

Address the candidate as *εσείς*.

The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Είστε διακοπές στην Ελλάδα και θα θέλατε να κλείσετε ένα μάθημα σ' ένα τοπικό αθλητικό κέντρο.

1	<i>Πώς μπορώ να σας βοηθήσω;</i> Allow the candidate to say which activity they want to do.
2	<i>Τι ώρα θέλετε να κάνετε το μάθημά σας;</i> Allow the candidate to say what time they wish to do the class.
3	<i>!</i> <i>Πού μένετε εδώ στην Ελλάδα;</i> Allow the candidate to say where they are staying (in Greece).
4	<i>Τι νομίζετε για αυτές τις διακοπές σας στην Ελλάδα;</i> Allow the candidate to give their opinion of this holiday in Greece. <i>Μάλιστα.</i>
5	<i>;</i> Allow the candidate to ask you the name of the sports coach. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR7

Topic: Travel and tourist transactions

Instructions to candidates

You are telephoning a restaurant in Greece to make a reservation for a celebration. The teacher will play the role of the waiter/waitress and will speak first.

You must address the waiter/waitress as *εσείς*.

You will talk to the teacher using the five prompts below.

- Where you see - ; - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Παίρνετε τηλέφωνο σ' ένα εστιατόριο στην Ελλάδα. Θέλετε να κάνετε κράτηση.

1. Κράτηση – πόσα άτομα
2. Κράτηση - πότε
3. !
4. Γιορτή – γιατί
5. ; Χορτοφαγικό φαγητό

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR7

Topic: Travel and tourist transactions

Instructions to teacher

- Address the candidate as *εσείς*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Παίρνετε τηλέφωνο σ' ένα εστιατόριο στην Ελλάδα. Θέλετε να κάνετε κράτηση.

1	Λέγετε, παρακαλώ. Allow the candidate to say how many people they would like to make a reservation for.
2	Τι ώρα θέλετε να έρθετε; Allow the candidate to say what time the reservation is for.
3	! Πού θέλετε να καθίσετε; Allow the candidate to say where they want to sit.
4	Τι γιορτάζετε; Allow the candidate to say what they are celebrating. Ωραία.
5	; Allow the candidate to ask about vegetarian meals. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR8

Topic: Ambitions

Instructions to candidates

You would like to work in Greece as a volunteer at a summer youth camp.
The teacher will play the role of the camp leader and will speak first.

You must address the camp leader as εσείς.

You will talk to the teacher using the five prompts below.

- Where you see - ; - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

**Θέλετε να δουλέψετε σαν εθελοντής σε μια Ελληνική κατασκήνωση για νέους.
Μιλάτε στον αρχηγό.**

1. Δουλειά το καλοκαίρι – γιατί
2. Δουλειά στην κατασκήνωση – γιατί
3. !
4. Χαρακτήρας
5. ; Αρχίζεις

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR8

Topic: Ambitions

Instructions to teacher

- Address the candidate as *εσείς*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Θέλετε να δουλέψετε σαν εθελοντής σε μια Ελληνική κατασκήνωση για νέους. Μιλάτε στον αρχηγό.

1	Γιατί θέλετε να δουλέψετε το καλοκαίρι; Allow the candidate to say why they want to work in the summer.
2	Γιατί θέλετε να δουλέψετε στην κατασκήνωση; Allow the candidate to say why they want to work at the summer camp.
3	! Για πόσο καιρό μπορείτε να δουλέψετε; Allow the candidate to say how long they can work.
4	Πείτε μας τι χαρακτήρας είστε. Allow the candidate to say what personal qualities they have for the work. Ωραία.
5	; Allow the candidate to ask you when they can start work. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR9

Topic: Work

Instructions to candidates

You are in an interview for a summer job at a restaurant in Athens, Greece. The teacher will play the role of the interviewer and will speak first.

You must address the interviewer as *εσείς*.

You will talk to the teacher using the five prompts below.

- Where you see - ; - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Δίνετε συνέντευξη για μια καλοκαιρινή δουλειά σ' ένα εστιατόριο στην Αθήνα.

1. Δουλειά – πόσο καιρό
2. !
3. Δουλειά στην Ελλάδα – γιατί
4. Διαμονή στην Ελλάδα
5. ; Δουλειά – μισθός

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR9

Topic: Work

Instructions to teacher

- Address the candidate as *εσείς*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Δίνετε συνέντευξη για μια καλοκαιρινή δουλειά σ' ένα εστιατόριο στην Αθήνα.

1	<i>Για πόσο καιρό θέλετε να δουλέψετε εδώ;</i> Allow the candidate to say how long they want to work there for.
2	<i>!</i> <i>Γιατί θέλετε να δουλέψετε στο εστιατόριό μας;</i> Allow the candidate to say why they want to work at the restaurant.
3	<i>Γιατί σας ενδιαφέρει να δουλέψετε στην Ελλάδα;</i> Allow the candidate to say why they are interested in working in Greece.
4	<i>Πού μένετε στην Ελλάδα;</i> Allow the candidate to say where they stay in Greece. <i>Πολύ καλά.</i>
5	<i>;</i> Allow the candidate to ask you about the salary. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FR10

Topic: Who am I?

Instructions to candidates

You are at your Greek friend's home and are making plans for the day. The teacher will play the role of your friend and will speak first.

You must address your friend as *εσύ*.

You will talk to the teacher using the five prompts below.

- Where you see - ; - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Βρίσκεσαι στο σπίτι μιας Ελληνίδας φίλης σου και λες πού θέλεις να πας σήμερα.

1. Επίσκεψη – πού
2. Επίσκεψη – γιατί
3. !
4. Μεσημεριανό – τι
5. ; Μέσο μεταφοράς

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between one to one-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing.
The statements/questions may be repeated but no more than twice.

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STIMULUS FR10

Topic: Who am I?

Instructions to teacher

- Address the candidate as *εσύ*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no re-phrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Βρίσκεσαι στο σπίτι μιας Ελληνίδας φίλης σου και λες πού θέλεις να πας σήμερα.

1	<i>Πού θέλεις να πάμε σήμερα;</i> Allow the candidate to say where they would like to go today.
2	<i>Γιατί θέλεις να πάμε εκεί;</i> Allow the candidate to say why they want to go there.
3	<i>!</i> <i>Τι ώρα φεύγουμε;</i> Allow the candidate to say at what time they would like to set off.
4	<i>Τι θέλεις να κάνουμε για μεσημεριανό;</i> Allow the candidate to say what they would like to do for lunch. <i>Εντάξει.</i>
5	<i>;</i> Allow the candidate to ask you how you are going to get there. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP1

Topic: Who am I?



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Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

- Περιγραφή της φωτογραφίας
- Τη γνώμη σου για τα χόμπι
- Ελεύθερο χρόνο στην παιδική σου ηλικία
- Τι πρόκειται να κάνεις το επόμενο σαββατοκύριακο με τους φίλους σου
- Χαρακτηριστικά ενός καλού φίλου

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, each question includes a prompt. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP1

Topic: Who am I?



(Source: © Steve Bentley / Alamy Stock Photo)

1. Περιγράψε τη φωτογραφία.

[Τίποτ' άλλο;]

2. Νομίζω ότι είναι σημαντικό να έχεις χόμπι. Εσύ, τι νομίζεις;

[Γιατί (όχι);/Τίποτ' άλλο;]

3. Τι έκανες στον ελεύθερο χρόνο σου, όταν ήσουν παιδί; Πες μου για αυτό.

[Τίποτ' άλλο;]

4. Τι θα κάνεις με τους φίλους σου το επόμενο σαββατοκύριακο;

[Γιατί;/Τίποτ' άλλο;]

5. Τι είναι αυτό που χαρακτηρίζει έναν καλό φίλο;

[Γιατί;/Τίποτ' άλλο;]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP2

Topic: Cultural life



(Source: © Art of Focus/Alamy Stock Photo)

Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

- περιγραφή της φωτογραφίας
- τη γνώμη σου για τις γιορτές
- τι έκανες, όταν πήγες την τελευταία φορά σε μια μεγάλη γιορτή
- σχέδια για τα επόμενά σου γενέθλια
- μουσική για πάρτι που σου αρέσει

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, each question includes a prompt. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP2

Topic: Cultural life



(Source: © Art of Focus/Alamy Stock Photo)

1. Περιγράψε τη φωτογραφία.
[Τίποτ' άλλο;]
2. Μου αρέσουν οι γιορτές. Εσένα;
[Γιατί (όχι)/Τίποτ' άλλο]
3. Τι έκανες την τελευταία φορά, όταν πήγες σε μια γιορτή;
[Τίποτ' άλλο;]
4. Πώς θα γιορτάσεις τα επόμενά σου γενέθλια;
[Γιατί;/Τίποτ' άλλο;]
5. Τι είδους μουσική σου αρέσει στα πάρτι;
[Γιατί;/Τίποτ' άλλο;]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP3

Topic: Holidays



(Source: © Stefan Sollfors / Alamy Stock Photo)

Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

- περιγραφή της φωτογραφίας
- τη γνώμη σου για διακοπές κοντά στη θάλασσα
- προηγούμενες διακοπές
- επόμενες καλοκαιρινές διακοπές
- τη γνώμη σου για τις σχολικές διακοπές του καλοκαιριού

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, each question includes a prompt. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS FP3

Topic: Holidays



(Source: © Stefan Sollfors / Alamy Stock Photo)

1. Περιγράψε τη φωτογραφία.
[Τίποτ' άλλο;]
2. Νομίζω ότι οι διακοπές κοντά στη θάλασσα είναι πολύ ωραίες. Εσύ, τι νομίζεις;
[Γιατί όχι;/Τίποτ' άλλο;]
3. Τι έκανες στις προηγούμενες διακοπές σου; Πες μου για αυτό.
[Τίποτ' άλλο;]
4. Τι θα κάνεις στις επόμενες καλοκαιρινές διακοπές;
[Γιατί;/Τίποτ' άλλο;]
5. Τι γνώμη έχεις για τις σχολικές διακοπές του καλοκαιριού;
[Γιατί όχι;/Τίποτ' άλλο;]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP4

Topic: Town, region and country



(Source: © Doug Pearson/Getty Images)

Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

- περιγραφή της φωτογραφίας
- τη γνώμη σου για τις δραστηριότητες για τους νέους εκεί που μένεις
- την τελευταία φορά που πήγες στο κέντρο μιας πόλης
- μία πόλη που θα ήθελες να επισκεφτείς στο μέλλον
- την προτίμησή σου για πόλη ή εξοχή

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, each question includes a prompt. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP4

Topic: Town, region and country



(Source: © Doug Pearson/Getty Images)

1. Περίγραψε τη φωτογραφία.
[Τίποτ' άλλο;]
2. Νομίζω ότι η περιοχή μου έχει πολλά για τους νέους. Η δική σου;
[Γιατί όχι;/Τίποτ' άλλο;]
3. Τι έκανες την τελευταία φορά που πήγες στο κέντρο μιας πόλης;
[Τίποτ' άλλο;]
4. Ποια πόλη θα ήθελες να επισκεφτείς στο μέλλον;
[Γιατί; Τίποτ' άλλο;]
5. Προτιμάς την πόλη ή την εξοχή;
[Γιατί; Τίποτ' άλλο;]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP5

Topic: School activities



(Source: © GreekStock/Alamy Stock Photo)

Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

- περιγραφή της φωτογραφίας
- τη γνώμη σου για τα μαθήματα μουσικής
- μία συναυλία που έχεις παρακολουθήσει
- σχολικές δραστηριότητες που θα ήθελες να πάρεις μέρος του χρόνου
- εξωσχολικές δραστηριότητες στο σχολείο σου που σου αρέσουν

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, each question includes a prompt. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP5

Topic: School activities



(Source: © GreekStock/Alamy Stock Photo)

1. Περιγράψε τη φωτογραφία.
[Τίποτ' άλλο;]
2. Μου αρέσουν τα μαθήματα μουσικής. Εσένα;
[Γιατί (όχι);/Τίποτ' άλλο;]
3. Πες μου για μια συναυλία που έχεις παρακολουθήσει.
[Τίποτ' άλλο;]
4. Τι δραστηριότητες θα κάνετε στο σχολείο του χρόνου;
[Γιατί;/Τίποτ' άλλο;]
5. Ποιες εξωσχολικές δραστηριότητες σου αρέσουν στο σχολείο;
[Γιατί (όχι);/Τίποτ' άλλο;]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP6

Topic: What school is like



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Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

- περιγραφή της φωτογραφίας
- τη γνώμη σου για τη στολή
- τι έκανες στο σχολείο χτες
- πώς θα γιορτάσεις το τέλος των εξετάσεων
- τις αγαπημένες σου σχολικές δραστηριότητες

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, each question includes a prompt. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP6

Topic: What school is like



(Source: © Stefanie Grewel/Getty Images)

1. Περιγράψε τη φωτογραφία.
[Τίποτ' άλλο;]
2. Νομίζω ότι η σχολική στολή είναι καλή ιδέα. Εσύ, τι νομίζεις;
[Γιατί (όχι)/Τίποτ' άλλο;]
3. Τι έκανες στο σχολείο χτες; Πες μου για αυτό.
[Τίποτ' άλλο;]
4. Πώς θα γιορτάσεις το τέλος των εξετάσεων;
[Γιατί;/Τίποτ' άλλο;]
5. Τι σου αρέσει να κάνεις στο σχολείο;
[Γιατί (όχι);/Τίποτ' άλλο;]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP7

Topic: Using languages beyond the classroom



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Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

- περιγραφή της φωτογραφίας
- τη γνώμη σου για τη δουλειά σ' ένα εστιατόριο
- μια δουλειά που έκανες στο παρελθόν
- ένα επάγγελμα που θέλεις να κάνεις στο μέλλον
- αν κάνει καλό στους νέους να δουλεύουν το Σάββατο ή το καλοκαίρι

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, each question includes a prompt. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS FP7

Topic: Using languages beyond the classroom



(Source: © Alex Segre/Alamy Stock Photo)

1. Περιγράψε τη φωτογραφία.

[Τίποτ' άλλο;]

2. Νομίζω ότι το να δουλεύεις σ' ένα εστιατόριο είναι ενδιαφέρον. Εσύ, τι νομίζεις;

[Γιατί (όχι);/Τίποτ' άλλο;]

3. Τι είδους δουλειά έκανες στο παρελθόν; Πες μου γι' αυτήν.

[Τίποτ' άλλο;]

4. Τι επάγγελμα θέλεις να κάνεις στο μέλλον;

[Γιατί;/Τίποτ' άλλο;]

5. Κάνει καλό στους νέους να δουλεύουν το Σάββατο ή το καλοκαίρι;

[Γιατί (όχι);/Τίποτ' άλλο;]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2F

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS FP8

Topic: Work



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Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

- περιγραφή της φωτογραφίας
- αν σου αρέσει να δουλεύεις με άλλους
- μια δουλειά που έκανες στο σχολείο, στο σπίτι ή σε ένα χώρο εργασίας
- τα μελλοντικά επαγγελματικά σου σχέδια
- τη γνώμη σου για τις δουλειές γραφείου

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, each question includes a prompt. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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Pearson

STIMULUS FP8

Topic: Work



(Source: © PHOTOINKE/Alamy Stock Photo)

1. Περιγράψε τη φωτογραφία.

[Τίποτ' άλλο;]

2. Μου αρέσει να δουλεύω μαζί με άλλους. Εσένα;

[Γιατί (όχι);/Τίποτ' άλλο;]

3. Πες μου για μια δουλειά που έχεις κάνει στο σχολείο, στο σπίτι ή σ' ένα χώρο εργασίας.

[Τίποτ' άλλο;]

4. Τι είδους δουλειά θα ήθελες να κάνεις στο μέλλον;

[Γιατί;/Τίποτ' άλλο;]

5. Τι γνώμη έχεις για τις δουλειές γραφείου;

[Γιατί (όχι);/Τίποτ' άλλο;]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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Pearson

STIMULUS FP9

Topic: Environmental issues



(Source: © AegeanPhoto/Alamy Stock Photo)

Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

- περιγραφή της φωτογραφίας
- αν πρέπει να βοηθάμε το περιβάλλον
- τι ανακύκλωσες τον προηγούμενο μήνα
- πώς θα μπορούσες να φροντίζεις το περιβάλλον περισσότερο στο μέλλον
- αν σου αρέσει να περνάς χρόνο στην εξοχή

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, each question includes a prompt. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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Pearson

STIMULUS FP9

Topic: Environmental issues



(Source: © AegeanPhoto/Alamy Stock Photo)

1. Περιγράψε τη φωτογραφία.
[Τίποτ' άλλο;]
2. Νομίζω ότι πρέπει να βοηθάμε το περιβάλλον. Εσύ, τι νομίζεις;
[Γιατί (όχι);/Τίποτ' άλλο;]
3. Τι ανακύκλωσες τον προηγούμενο μήνα; Πες μου για αυτό.
[Τίποτ' άλλο;]
4. Πώς θα ήθελες να φροντίσεις περισσότερο το περιβάλλον στο μέλλον;
[Γιατί;/Τίποτ' άλλο;]
5. Σου αρέσει να περνάς χρόνο στην εξοχή;
[Γιατί;/Τίποτ' άλλο;]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do not make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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Pearson

STIMULUS FP10

Topic: Bringing the world together



(Source: © Newzulu/Alamy Stock Photo)

Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

- περιγραφή της φωτογραφίας
- τη γνώμη σου για τις αθλητικές εκδηλώσεις
- μία αθλητική εκδήλωση που έχεις δει
- ένα άθλημα που θα κάνεις στις επόμενες διακοπές
- αν κάνει καλό στους νέους να κάνουν αθλητισμό

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Foundation tier

Sample assessment material for first teaching
September 2017

**Time: 19 to 21 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2F

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between two-and-a-half to three minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. To enable each candidate to do this, each question includes a prompt. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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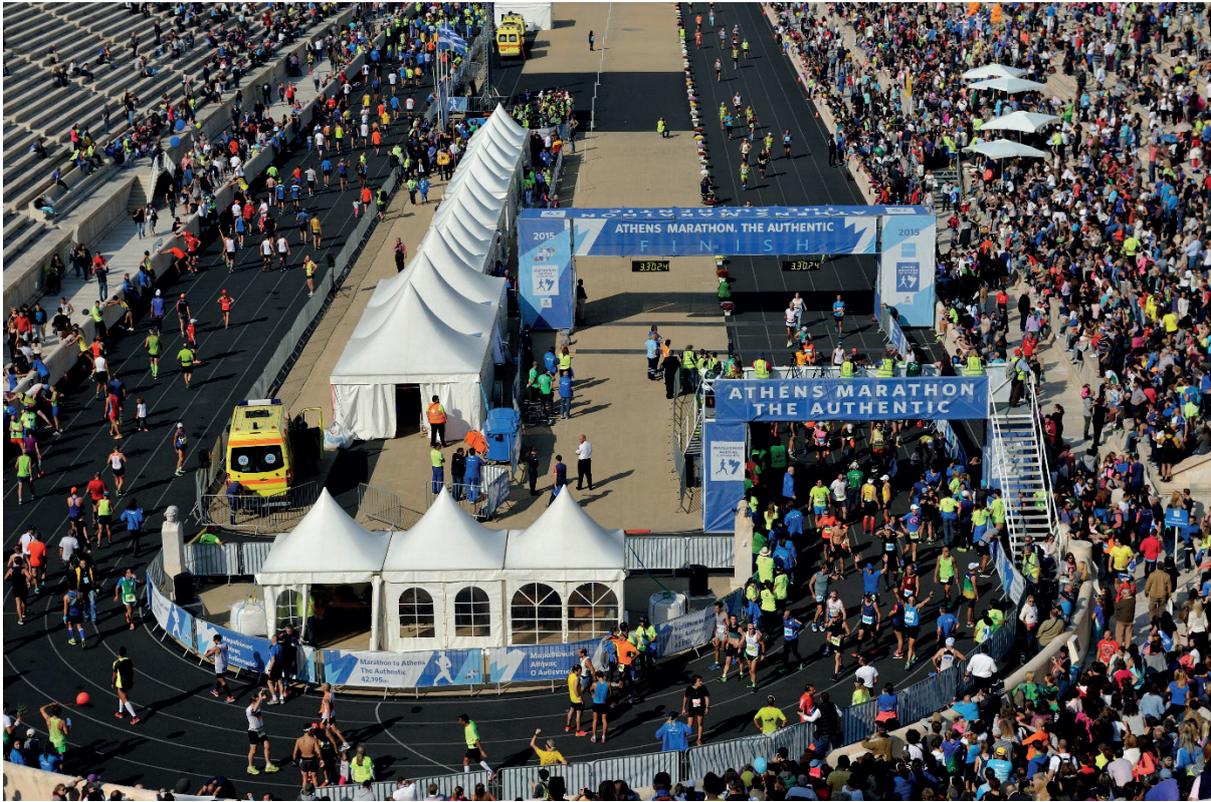
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Pearson

STIMULUS FP10

Topic: Bringing the world together



(Source: © Newzulu/Alamy Stock Photo)

1. Περιγράψε τη φωτογραφία.
[Τίποτ' άλλο;]
2. Μου αρέσουν οι αθλητικές εκδηλώσεις. Εσένα;
[Γιατί (όχι);/Τίποτ' άλλο;]
3. Πες μου για μια αθλητική εκδήλωση που έχεις δει.
[Τίποτ' άλλο;]
4. Ποιο άθλημα θα κάνεις στη διάρκεια των επόμενων διακοπών;
[Γιατί;/Τίποτ' άλλο;]
5. Είναι καλό για τους νέους να κάνουν αθλητισμό;
[Γιατί (όχι);/Τίποτ' άλλο;]

GCSE Greek Foundation tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Foundation tier – Part 1

Role play – Foundation tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous OR pronunciation prevents communication.
1	Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication.
2	Clearly communicated; appropriate within the context of the roleplay; unambiguous; pronunciation supports clear communication.

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Informal register: includes language that students would use with friends and people of a similar age, such as endearments and informal greetings and forms of address where appropriate. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.

Formal register: includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

Partially clear/pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role-play mark grid

To exemplify application of the marking criteria, Foundation role play 4 (FR4) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

Foundation card 4 (FR4)

Μιλάς με μία Ελληνίδα μαθήτρια από το πρόγραμμα ανταλλαγής για τη σχολική εκδρομή.

Prompt 1: Εκδρομή – ημερομηνία

Question 1: Πότε πάμε εκδρομή;

Mark	Descriptor	
0	Ημερομηνία εκδρομή.	Πάμε εκδρομή.
	No rewardable communication. The student repeats the prompt and does not give the date as asked.	Highly ambiguous. It is unclear when they are going on a trip.
1	Αύριο το εκδρομή.	Πάει εκδρομή τρεις Μαρτίου.
	Communication is partially clear. Although the candidate does not say the exact date, saying that it is tomorrow implies the date.	Communication is ambiguous, because of the use of the 3rd person instead of the 2nd person.
2	Τέσσερα Μαρτίου.	Στις δέκα Ιουλίου.
	Clearly communicated despite the lack of the verb and a minor gender error ('τέσσερα' instead of 'τέσσερις').	Clearly communicated.

Prompt 2: Εκδρομή – πόση ώρα**Question 2: Πόσο διαρκεί η εκδρομή;**

Mark	Descriptor	
0	Ώρα είναι οκτώ.	Πολλές φορές.
	Highly ambiguous. The candidate appears to answer what time it is, rather than saying how long the trip lasts.	No rewardable communication; the candidate does not answer the question.
1	Ήταν ένα μέρα.	Πολλές ώρες.
	Ambiguous due to use of incorrect tense (past instead of present). Part of the answer, however, ('ένα μέρα') can be taken as correct. The gender error does not affect communication.	Partially clear, because it does not give the precise duration but the wording gives the statement enough meaning for 1 mark within the context of the question.
2	Τρία μέρες.	Αύριο μέχρι το Κυριακή.
	Clearly communicated response to the prompt despite its shortness and the use of 'τρια' instead of 'τρεις'.	Clearly communicated response despite a minor gender error ('το Κυριακή' instead of 'την Κυριακή').

Prompt 3: !**Question 3: Πού να συναντηθούμε;**

Mark	Descriptor	
0	Συναντηθούμε εσύ.	Εκδρομή μαζί.
	No rewardable communication; the candidate simply repeats parts of the question asked by the teacher.	No rewardable communication; irrelevant information.
1	Σχολείο.	Στο μέτρο.
	Ambiguous because the candidate does not specify which school. However, the use of the word, 'school' gives the statement some meaning in the context of the question.	Partially clear, due to the anglicised pronunciation of the word 'metro'.
2	Συναντηθούμε στη σπίτι μου.	Που θέλεις εσύ.
	Clearly communicated despite the omission of 'ας' (let's) before the verb and the wrong article for the noun.	Clearly communicated despite the inappropriate use of the interrogative.

Prompt 4: Σχολικές εκδρομές – γνώμη**Question 4: Τι γνώμη έχεις για τις σχολικές εκδρομές;**

Mark	Descriptor	
0	Γνώμη σχολικές εκδρομές.	Άρεσε σχολείο.
	No rewardable communication. The response is not meaningful.	Highly ambiguous. It is not evident that the student has understood the prompt and the response is irrelevant in the context. Also, the use of past tense instead of present tense prevents communication.
1	Καλή γνώμη.	Αρέσει εκδρομή σχολείο.
	Partially clear due to the lack of the verb and the shortness of the statement.	Ambiguous; it is evident that the student likes a trip but it is unclear if they like all school trips. The clumsy word order and the use of a noun 'σχολείο' instead of an adjective 'σχολική' makes communication less successful. However, there are enough meaningful elements in the answer to be awarded 1 mark.
2	Μου αρέσει εκδρομές με σχολείο.	Σχολικές εκδρομές πολύ καλές!
	Clearly communicated; this response is unambiguous, despite a conjugation error ('μου αρέσει' instead of 'μου αρέσουν') and the lack of definite articles.	The response is clearly communicated, despite the lack of a verb.

Prompt 5: ; Σχολικές εκδρομές – πόσο συχνά

Mark	Descriptor	
0	Συχνά εκδρομές πόσο.	Πολύ συχνά;
	No rewardable communication. The candidate has not asked a question and the word order impedes communication.	Highly ambiguous. Not clear what the candidate is asking, as there are vital parts of the sentence missing, such as the subject and the verb.
1	Σχολικές εκδρομές πήγες συχνά;	Κάθε πότε έχετε σχολικές εκδρομές;
	Communication is only partially clear due to the use of the past tense instead of the present.	The use of the incorrect register means that the response is only partially appropriate in the context of the role play.
2	Πόσο συχνά πας σχολική εκδρομή;	Σχολείο σου κάθε πότε έχεις σχολικές εκδρομές;
	Clearly communicated.	Clearly communicated despite the omission of the preposition and incorrect word order.

Assessment criteria for the Foundation tier – Part 2

Picture-based task – Foundation tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Foundation tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">• Limited response to set questions, likely to consist of a single-word answer.• Minimal success in adapting language to describe, narrate, inform using individual words/phrases; sometimes unable to respond.• A straightforward opinion may be expressed but without justification• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication
5–8	<ul style="list-style-type: none">• Responds briefly to set questions, there is much hesitation and continuous prompting needed.• Some limited success in adapting language, to describe, narrate and inform in response to the set questions; may occasionally be unable to respond.• Straightforward, brief opinions are given but without justification.• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.
9–12	<ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary.• Some effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions with occasional, brief justification.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
13–16	<ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions and gives justification with some development.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.

Additional guidance

Adaptation of/adapting language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Straightforward opinions and justification are those that form part of a minimum/standard/predictable response.

Picture-based task: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none"> Limited accuracy when responding to set questions; minimal success when referring to past, present and future events. Individual words and phrases are coherent when responding to set questions; high frequency of errors prevent meaning throughout most of the conversation.
3–4	<ul style="list-style-type: none"> Occasionally accurate grammatical structures when responding to set questions; occasional success when referring to present events, limited success when referring to future or past events, much ambiguity. Some coherent phrases and sentences within responses to set questions; regular errors prevent coherent overall speech and frequently prevent meaning.
5–6	<ul style="list-style-type: none"> Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity. Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
7–8	<ul style="list-style-type: none"> Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity. Responses are generally coherent although errors occur that occasionally hinder clarity of communication.

Additional guidance

Errors: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect the case)
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inaccurate tense formation, inaccurate application of the conventions of case, mismatch of subject and the possessive adjectives
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Foundation tier – Part 3

Conversation – Foundation tier (36 marks)

There are three mark grids to be applied to this task:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Foundation tier

Mark	Descriptor
0	<ul style="list-style-type: none">• No rewardable material.
1–3	<ul style="list-style-type: none">• Communicates limited information relevant to the topics and questions.• Uses language to express limited, straightforward ideas and thoughts; occasional straightforward opinion expressed without justification.• Uses limited, familiar vocabulary and expression with much repetition; communication is disjointed and frequently breaks down because of restricted range of vocabulary.• Pronunciation and intonation are inconsistently intelligible with inaccuracies that lead to frequent impairment in communication.
4–6	<ul style="list-style-type: none">• Communicates brief information relevant to the topics and questions.• Uses language to produce straightforward ideas and thoughts; expresses straightforward opinions with limited justification.• Uses repetitive, familiar vocabulary and expression; communication is often constrained and occasionally breaks down because of restricted range of vocabulary.• Pronunciation and intonation are mostly intelligible but inaccuracies lead to some impairment in communication.
7–9	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
10–12	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech.• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.

Additional guidance

Uses language creatively – examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none">• Basic exchange where only some questions are responded to; answers rely on rehearsed language that is frequently irrelevant to the question.• Short, undeveloped responses, many incomplete.• Isolated examples of ability to sustain communication, pace is slow and hesitant throughout.
4–6	<ul style="list-style-type: none">• Responds with limited spontaneity; answers rely on rehearsed language that is occasionally irrelevant to the question.• Short responses, any development depends on teacher prompting.• Limited ability to sustain communication, pace is mostly slow and hesitant.
7–9	<ul style="list-style-type: none">• Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.• Occasionally able to initiate and develop responses independently but regular prompting needed.• Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.
10–12	<ul style="list-style-type: none">• Responds spontaneously to some questions, interacting naturally for parts of the conversation.• Sometimes able to initiate and develop the conversation independently, some prompting needed.• Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.

Additional guidance

Rephrasing/repair strategies: strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Responds/responding spontaneously: gives a relevant, impromptu response based on what they have heard.

Rehearsed language: language learned by heart, which may not give a relevant, impromptu response based on what has been heard (not spontaneous).

Conversation: linguistic knowledge and accuracy – Foundation tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> • Uses straightforward, individual words/phrases; limited evidence of language manipulation. • Limited accuracy, minimal success when referring to past, present and future events. • Individual words and phrases are coherent; high frequency of errors prevent meaning throughout much of the conversation.
4–6	<ul style="list-style-type: none"> • Uses straightforward, repetitive, grammatical structures. • Occasionally accurate grammatical structures, occasional success when referring to present events, limited success when referring to future or past events, much ambiguity. • Some coherent phrases and sentences; regular errors prevent coherent overall speech and frequently prevent meaning.
7–9	<ul style="list-style-type: none"> • Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures. • Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity. • Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.
10–12	<ul style="list-style-type: none"> • Manipulates grammatical structures with occasional variation, complex structures used but repetitive. • Generally accurate grammatical structures, generally successful references to past, present and future events. • Generally coherent speech although errors occur that sometimes hinder clarity of communication.

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect the case)
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity**:

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inaccurate tense formation, inaccurate application of the conventions of case, mismatch of subject and the possessive adjectives
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed**:

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel

Level 1/Level 2 GCSE (9–1)

Greek

Paper 3: Reading and understanding in Greek

Foundation tier

Sample assessment material for first teaching
September 2017
Time: 50 minutes

Paper Reference

1GK0/3F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions from Sections A, B and C.
- Questions in Sections A and C are set in English.
- Questions in Section B are set in Greek.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
– *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

Saturday

1 Read your friends' emails about what they like to do on a Saturday.

Αθηνά:	Το Σάββατο, πάω κινηματογράφο με την οικογένειά μου και μετά τρώμε μια νόστιμη πίτσα στο σπίτι!
Θωμάς:	Όταν κάνει ζέστη, προτιμώ να μένω σπίτι και να παίζω βιντεοπαιχνίδια. Είναι το καλύτερό μου.
Πέτρος:	Πρώτα πάμε για φαγητό σ' ένα εστιατόριο και μετά για χορό με την παρέα.
Αναστασία:	Συνήθως είμαι στη βιβλιοθήκη. Έχει όλα τα νέα βιβλία και τα περιοδικά που μ' αρέσουν!

What do they say? Enter **Athena, Thomas, Petros** or **Anastasia**.

You can use each person more than once.

Example: **Athena** likes the cinema.

- (a) likes dancing. (1)
- (b) likes to be with family. (1)
- (c) likes to eat out. (1)
- (d) likes video games. (1)
- (e) likes to read. (1)
- (f) does not like to go out when it is hot. (1)

(Total for Question 1 = 6 marks)

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DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

A new hotel

2 Read this advert about a new hotel.

Το ξενοδοχείο μας είναι στο κέντρο της Αθήνας, σ' έναν ήσυχο και πράσινο δρόμο.

Είναι 30 λεπτά με το αυτοκίνητο από το αεροδρόμιο και 5 λεπτά με τα πόδια από το αρχαιολογικό μουσείο.

Όλα τα δωμάτιά μας έχουν θέα στο πάρκο.

Το εστιατόριό μας σερβίρει φαγητό από τις 8.30 το πρωί μέχρι τις 10.30 το βράδυ.

Complete the gap in each sentence using a word from the box below. There are more words than gaps.

park	gym	train station	museum
sea	square	city centre	swimming pool
restaurant	airport	cinema	street

Example: The new hotel is in a quiet **street**

(a) The hotel is in the (1)

(b) It is half an hour's drive from the (1)

(c) The hotel is a short walk from the (1)

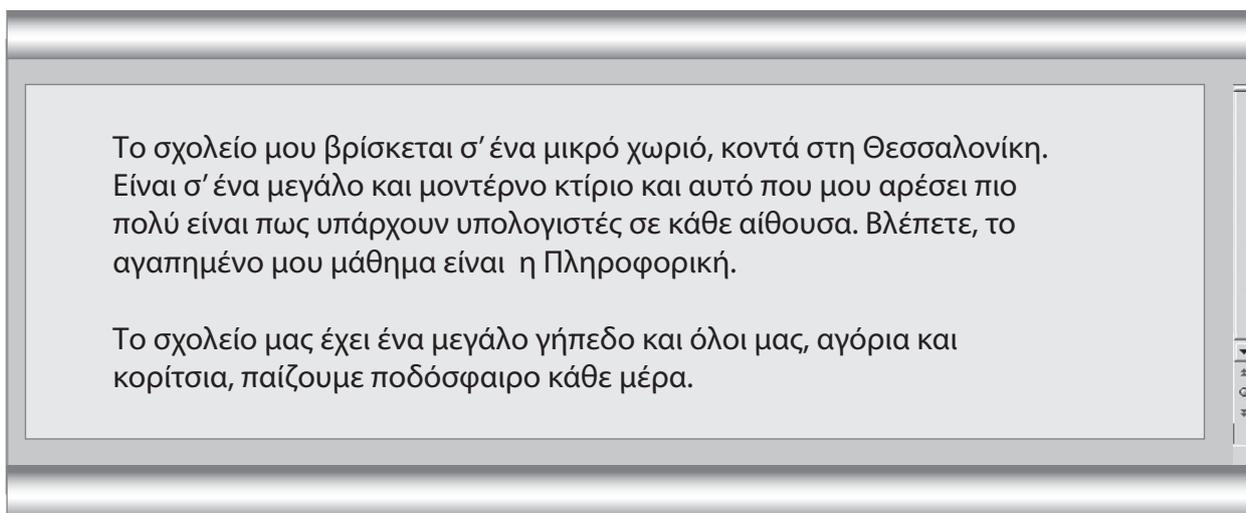
(d) The rooms have a view of the (1)

(e) The hotel has a (1)

(Total for Question 2 = 5 marks)

My school

- 3 (a) Read this blog by Alexandros about his school.



Answer the following questions **in English**. You do not need to write in full sentences.

- (i) Where is Alexandros' school? (1)

- (ii) What does Alexandros like about the classrooms? (1)

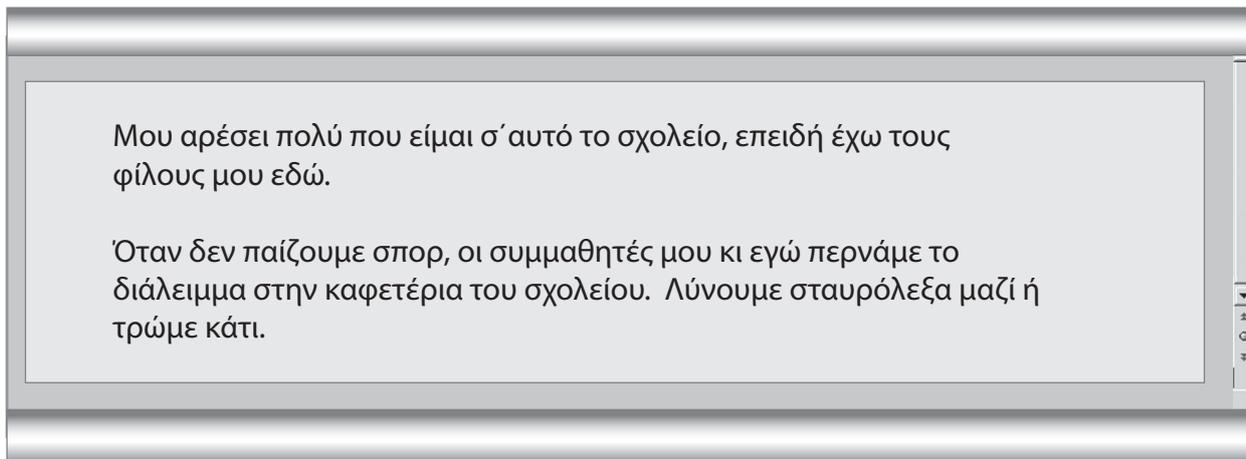
- (iii) What is the most popular sport at school? (1)

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(b) The blog continues.



(i) Why does Alexandros like being in his school?

(1)

(ii) What do Alexandros and his friends do during their break, when they don't play sport? Give one detail.

(1)

(Total for Question 3 = 5 marks)

Astradeni by Evgenia Fakinou

4 Read the extract below.

Astradeni and her parents leave the small island of Symi and move to Athens.

Ο πατέρας μου αύριο αρχίζει δουλειά. Τα λεφτά δεν είναι καλά. Αλλά τι να κάνει; Δεν μπορεί να περιμένει άλλο για μια πιο καλή δουλειά.

«Εδώ στην Αθήνα», λέει ο πατέρας, «έχεις πολλά έξοδα. Νοίκι για το σπίτι, εισιτήρια για να πας στη δουλειά σου και να έρθεις. Στη Σύμη έχουμε το σπίτι μας. Δεν χρειάζεσαι εισιτήρια, γιατί περπατάς. Η ζωή είναι πιο φτηνή».

«Και πιο καλή», λέει η μάνα μου που συνήθως δεν λέει πολλά.

Εγώ δεν μιλάω. Τι να πω; Δεν ξέρω αν θέλω να μείνω στην Αθήνα ή να γυρίσω στη Σύμη.

Put a cross ☒ in the correct box.

Example: This extract is about Astradeni and her...

<input type="checkbox"/>	A friends
<input checked="" type="checkbox"/>	B family
<input type="checkbox"/>	C neighbours
<input type="checkbox"/>	D teachers

(i) The father's new job in Athens is...

<input type="checkbox"/>	A interesting
<input type="checkbox"/>	B near their house
<input type="checkbox"/>	C tiring
<input type="checkbox"/>	D badly paid

(ii) The house they live in in Athens is...

<input type="checkbox"/>	A rented
<input type="checkbox"/>	B in a good neighbourhood
<input type="checkbox"/>	C too small for them
<input type="checkbox"/>	D brand new

(iii) When they lived in Symi, the father used to go to work...

<input type="checkbox"/>	A by bus
<input type="checkbox"/>	B by ferry
<input type="checkbox"/>	C on foot
<input type="checkbox"/>	D on a bicycle

(iv) Astradeni's mother is usually...

<input type="checkbox"/>	A busy
<input type="checkbox"/>	B quiet
<input type="checkbox"/>	C funny
<input type="checkbox"/>	D strict

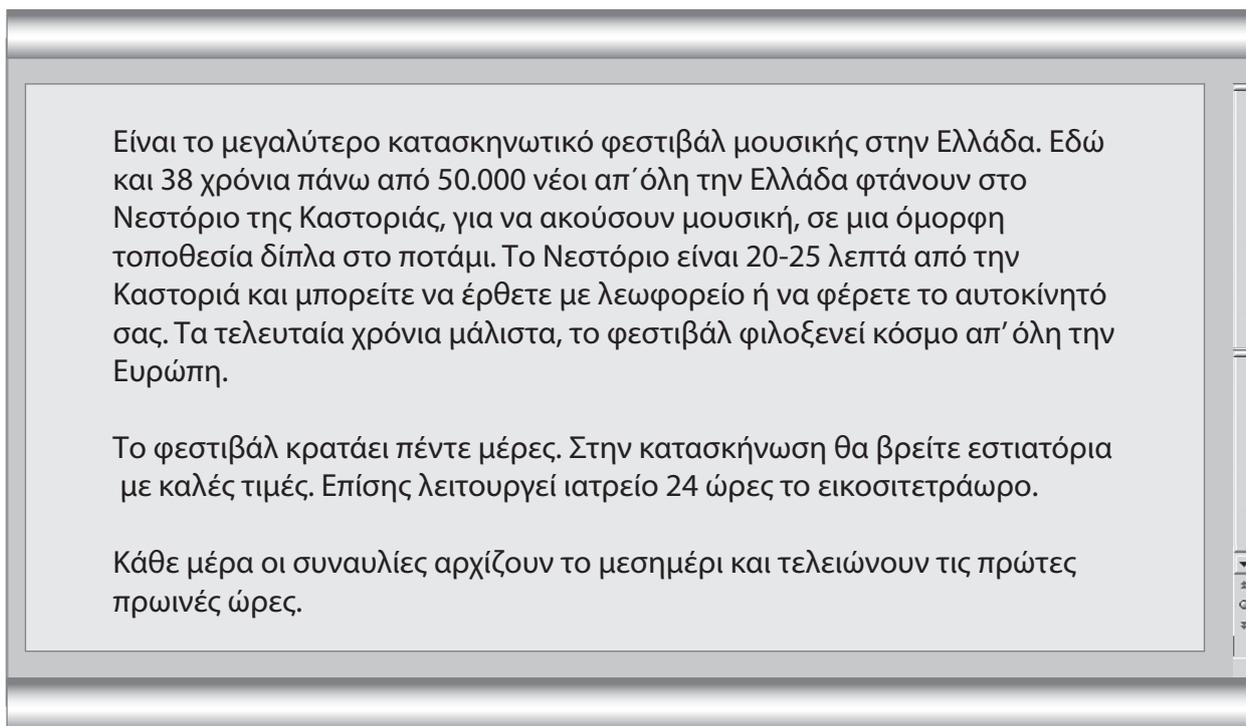
(v) Astradeni...

<input type="checkbox"/>	A tells her parents what she thinks
<input type="checkbox"/>	B wants to move house
<input type="checkbox"/>	C is unhappy at school
<input type="checkbox"/>	D is not sure where she wants to live

(Total for Question 4 = 5 marks)

A music festival

5 Read the webpage below.



Είναι το μεγαλύτερο κατασκηνωτικό φεστιβάλ μουσικής στην Ελλάδα. Εδώ και 38 χρόνια πάνω από 50.000 νέοι απ' όλη την Ελλάδα φτάνουν στο Νεστόριο της Καστοριάς, για να ακούσουν μουσική, σε μια όμορφη τοποθεσία δίπλα στο ποτάμι. Το Νεστόριο είναι 20-25 λεπτά από την Καστοριά και μπορείτε να έρθετε με λεωφορείο ή να φέρετε το αυτοκίνητό σας. Τα τελευταία χρόνια μάλιστα, το φεστιβάλ φιλοξενεί κόσμο απ' όλη την Ευρώπη.

Το φεστιβάλ κρατάει πέντε μέρες. Στην κατασκήνωση θα βρείτε εστιατόρια με καλές τιμές. Επίσης λειτουργεί ιατρείο 24 ώρες το εικοσιτετράωρο.

Κάθε μέρα οι συναυλίες αρχίζουν το μεσημέρι και τελειώνουν τις πρώτες πρωινές ώρες.

(a) What shows this festival's popularity? Give one detail.

(1)

(b) What services are offered at this festival? Give one detail.

(1)

(c) When do the concerts start?

(1)

(Total for Question 5 = 3 marks)

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Στο φωτεινό δωμάτιο by Ersi Sotiropoulou

- 6 Read the extract from the text. Tania, a foreign worker in Athens, goes to Claire's house to interview for a position as a maid.

«Πίνετε καφέ ή τσάι;» ρώτησε η Κλαίρη.

«Ευχαριστώ, τίποτα», απάντησε η Τάνια κι άκουσε την κακή, ξενική προφορά της.

«Κάτι πρέπει να σας προσφέρω. Περιμένετε τόση ώρα...! Σας αρέσει το γιαούρτι;»

« Γιαούρτι; Αναρωτήθηκε η Τάνια. Άλλη μια δύσκολη λέξη που δεν μπορεί να την πει καλά».

«Είναι εξαιρετικό γιαούρτι», είπε η Κλαίρη.

Η Τάνια πήρε το πιάτο. Δεν υπήρχε κουτάλι για να το φάει. Πεινούσε, τώρα κατάλαβε πόσο πεινούσε.

«Αυτό το πιάνο πρέπει να φύγει από εδώ», είπε η Κλαίρη. «Κανείς δεν παίζει. Εσείς παίζετε;»

Η Τάνια κούνησε το κεφάλι της. «Τότε να παίξετε! Σας παρακαλώ να παίξετε τώρα», είπε η Κλαίρη.

Answer the following questions **in English**. You do not need to write in full sentences.

- (a) Why did Claire insist that Tania have something to eat? (1)

- (b) How do we know that Tania is not happy with her Greek? Give one detail. (1)

- (c) Why didn't Tania eat the yoghurt, even though she was hungry? (1)

- (d) Why does Claire want to get rid of the piano? (1)

(Total for Question 6 = 4 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

Πρώτο βραβείο

7 Διαβάζεις αυτό το άρθρακι στην εφημερίδα.

Πενήντα σχολεία από όλη την Ευρώπη πήραν μέρος στο διαγωνισμό της Ευρωπαϊκής Κεντρικής Τράπεζας στη Γερμανία. Τα καλά νέα για την πατρίδα μας είναι πως πέντε έλληνες μαθητές κέρδισαν το πρώτο βραβείο. Οι μαθητές, από λύκειο της Αθήνας, έγραψαν την καλύτερη έκθεση με θέμα την οικονομία.

«Περίμενα να βγούμε δεύτεροι ή τρίτοι, αλλά όχι πρώτοι», είπε ένας από τους πέντε μαθητές. «Δουλέψαμε πολύ γι' αυτό το διαγωνισμό, όλοι μαζί σαν ομάδα. Δεν είχαμε καθόλου ελεύθερο χρόνο. Είχαμε μεγάλο άγχος και ο ανταγωνισμός ήταν πολύ δύσκολος. Ήταν όμως μια καταπληκτική εμπειρία».

Συμπλήρωσε την κάθε φράση χρησιμοποιώντας μια λέξη από τον παρακάτω πίνακα. Προσοχή! Υπάρχουν περισσότερες λέξεις από όσες χρειάζεσαι.

	διασκέδαση	φασαρία	εργασία	
Ελλάδα	λύπη	έκπληξη	αγωνία	
θέση	Γερμανία	σειρά	ομιλία	παράσταση

Παράδειγμα: Στο διαγωνισμό πήραν μέρος πέντε νέοι από την

Ελλάδα

-
- (a) Πήραν την πρώτη στο διαγωνισμό. (1)
- (b) Οι μαθητές έπρεπε να ετοιμάσουν μια (1)
- (c) Για τους μαθητές, το βραβείο ήταν μια (1)
- (d) Πριν το διαγωνισμό δεν είχαν χρόνο για (1)
- (e) Όλοι είχαν μεγάλη (1)

(Total for Question 7 = 5 marks)

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QUESTION 8 BEGINS ON THE NEXT PAGE.

Σεμινάρια μετάφρασης

8 Διαβάζεις αυτό το άρθρο.

Κάθε χρόνο, επτά νέοι από ξένα πανεπιστήμια, που έχουν σπουδάσει Ελληνικά, θα μπορούν να περάσουν από ένα μέχρι τρία χρόνια στην Ελλάδα. Χάρη σ' ένα πρόγραμμα που άρχισε φέτος, οι ξένοι φοιτητές θα μένουν στην Ελλάδα με όλα τα έξοδα πληρωμένα. Εδώ θα κάνουν σεμινάρια, για να μάθουν να μεταφράζουν ελληνική λογοτεχνία στη γλώσσα τους.

«Λατρεύω τα ποιήματα του Καβάφη. Έχω σπουδάσει Ελληνικά στην Κίνα, την πατρίδα μου», μας λέει μια φοιτήτρια. Μία Αγγλίδα φοιτήτρια που αγαπά την ελληνική λογοτεχνία, μας λέει, «θα ήθελα να μεταφράσω ελληνικά μυθιστορήματα στ' αγγλικά».

Βάλε ένα στο σωστό τετράγωνο.

Παράδειγμα: Αυτό το πρόγραμμα είναι για...

<input type="checkbox"/>	A μαθητές
<input type="checkbox"/>	B καθηγητές
<input type="checkbox"/>	C συγγραφείς
<input checked="" type="checkbox"/>	D φοιτητές

(i) Οι νέοι αυτοί είναι από...

<input type="checkbox"/>	A την Κίνα
<input type="checkbox"/>	B την Αγγλία
<input type="checkbox"/>	C την Ευρώπη
<input type="checkbox"/>	D το εξωτερικό

(ii) Οι νέοι αυτοί πρέπει να...

<input type="checkbox"/>	A ξέρουν να μεταφράζουν
<input type="checkbox"/>	B ξέρουν ελληνικά
<input type="checkbox"/>	C μιλάνε τουλάχιστον τρεις γλώσσες
<input type="checkbox"/>	D είναι Έλληνες του εξωτερικού

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(iii) Οι νέοι μπορούν να μείνουν στην Ελλάδα...

<input type="checkbox"/>	A όσα χρόνια θέλουν
<input type="checkbox"/>	B το λιγότερο για τρία χρόνια
<input type="checkbox"/>	C το λιγότερο για ένα χρόνο
<input type="checkbox"/>	D μέχρι επτά χρόνια

(iv) Το πρόγραμμα αυτό άρχισε...

<input type="checkbox"/>	A πρόσφατα
<input type="checkbox"/>	B πριν τρία χρόνια
<input type="checkbox"/>	C πέρσι
<input type="checkbox"/>	D πολύ παλιά

(v) Οι νέοι που παίρνουν μέρος σ' αυτό το πρόγραμμα...

<input type="checkbox"/>	A πληρώνουν μόνο για τα μαθήματα
<input type="checkbox"/>	B πληρώνουν μόνο τα έξοδα του ταξιδιού
<input type="checkbox"/>	C πληρώνουν το ξενοδοχείο
<input type="checkbox"/>	D δεν πληρώνουν τίποτα

(Total for Question 8 = 5 marks)

Διακοπές

9 Διαβάζεις γι' αυτά τα μέρη στην Ελλάδα και στην Κύπρο.

Νάξος	Το μεγαλύτερο νησί στις Κυκλάδες, με τα λευκά σπίτια, τις βυζαντινές εκκλησίες και τους υπέροχους πύργους από το 1600, σας περιμένει.
Θεσσαλονίκη	Οι επισκέπτες που ψάχνουν για καλό φαγητό, έντονη νυχτερινή ζωή και τα πιο σύγχρονα καταστήματα μόδας θα περάσουν ωραία στην πόλη μας.
Σάμος	Το καταπράσινο νησί μας, με τα δάση και τις υπέροχες παραλίες, θα προσφέρει ήσυχες και αξέχαστες διακοπές. Είναι επίσης ιδανικός προορισμός για μεγάλους και παιδιά.
Λάρνακα	Η Λάρνακα είναι μια μεγάλη πόλη στη νοτιοανατολική ακτή της Κύπρου και έχει το δικό της διεθνές αεροδρόμιο. Εκεί θα βρείτε άνετα και μοντέρνα ξενοδοχεία σε καλές τιμές.

Ποιο είναι το σωστό μέρος; Διάλεξε ανάμεσα στη **Νάξο**, τη **Θεσσαλονίκη**, τη **Σάμο** και τη **Λάρνακα**. Μπορείς να χρησιμοποιήσεις μια λέξη περισσότερες από μια φορά.

Παράδειγμα: Για καλά εστιατόρια θα πας στη Θεσσαλονίκη

- (a) Αν σ' ενδιαφέρει η αρχιτεκτονική, θα πας στη (1)
- (b) Αν θέλεις να βρίσκεσαι στη φύση, θα πας στη
..... (1)
- (c) Αν σου αρέσουν τα ψώνια στις διακοπές, θα πας στη
..... (1)
- (d) Αν δεν έχεις πολλά λεφτά για δωμάτιο, θα πας στη
..... (1)
- (e) Για ήρεμες οικογενειακές διακοπές, θα πας στη (1)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

GCSE Greek Foundation tier

Paper 3 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Greek script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has miscopied an Greek word or name.

SECTION A

Question number	Answer	Mark
1(a)	Petros	(1)

Question number	Answer	Mark
1(b)	Athena	(1)

Question number	Answer	Mark
1(c)	Petros	(1)

Question number	Answer	Mark
1(d)	Thomas	(1)

Question number	Answer	Mark
1(e)	Anastasia	(1)

Question number	Answer	Mark
1(f)	Thomas	(1)

Question number	Answer	Mark
2(a)	city centre	(1)

Question number	Answer	Mark
2(b)	airport	(1)

Question number	Answer	Mark
2(c)	museum	(1)

Question number	Answer	Mark
2(d)	park	(1)

Question number	Answer	Mark
2(e)	restaurant	(1)

Question number	Answer	Mark
3(a)(i)	in a village/near Thessaloniki	(1)
Question number	Answer	Mark
3(a)(ii)	they all have computers	(1)
Question number	Answer	Mark
3(a)(iii)	football	(1)
Question number	Answer	Mark
3(b)(i)	all his friends go there	(1)
Question number	Answer	Mark
3(b)(ii)	Any one of the following: they go to the school cafeteria (1) they do crossword puzzles (1) they eat something (1)	(1)
Question number	Answer	Mark
4(i)	D	(1)
Question number	Answer	Mark
4(ii)	A	(1)
Question number	Answer	Mark
4(iii)	C	(1)
Question number	Answer	Mark
4(iv)	B	(1)
Question number	Answer	Mark
4(v)	D	(1)
Question number	Answer	Mark
5(a)	Any one of the following: it is the biggest in Greece (1) it has been going on for 38 years (1)	(1)

Question number	Answer	Mark
5(b)	Any one of the following: restaurants/somewhere to eat (1) doctors/medical care (1)	(1)

Question number	Answer	Mark
5(c)	they start at midday	(1)

Question number	Answer	Mark
6(a)	because Tania had been waiting for a long time	(1)

Question number	Answer	Mark
6(b)	Any one of the following: she does not like her accent (1) some Greek words are difficult for her to pronounce (1)	(1)

Question number	Answer	Mark
6(c)	there was no spoon	(1)

Question number	Answer	Mark
6(d)	nobody in the house plays	(1)

SECTION B

Question number	Answer	Mark
7(a)	θέση	(1)

Question number	Answer	Mark
7(b)	εργασία	(1)

Question number	Answer	Mark
7(c)	έκπληξη	(1)

Question number	Answer	Mark
7(d)	διασκέδαση	(1)

Question number	Answer	Mark
7(e)	αγωνία	(1)

Question number	Answer	Mark
8(i)	D	(1)

Question number	Answer	Mark
8(ii)	B	(1)

Question number	Answer	Mark
8(iii)	C	(1)

Question number	Answer	Mark
8(iv)	A	(1)

Question number	Answer	Mark
8(v)	D	(1)

Question number	Answer	Mark
9(a)	Νάξο	(1)

Question number	Answer	Mark
9(b)	Σάμο	(1)

Question number	Answer	Mark
9(c)	Θεσσαλονίκη	(1)

Question number	Answer	Mark
9(d)	Λάρνακα	(1)

Question number	Answer	Mark
9(e)	Σάμο	(1)

SECTION C

Question number	Indicative content	Mark
10	Our school has a small garden. There are lots of flowers and trees. The students look after the garden every day. We love the environment and we like what we do. Yesterday it was sunny and we planted beans and tomatoes.	(7)

Mark	Descriptor
0	No rewardable communication.
1-2	Only isolated sentences or phrases are communicated. There are frequent errors and omissions in the translation that prevent meaning being conveyed.
3-4	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses.
5-6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall flow or clarity of the translation.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Greek

Paper 4: Writing in Greek

Foundation tier

Sample assessment material for first teaching
September 2017
Time: 1 hour 20 minutes

Paper Reference
1GK0/4F

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1, 2, 3 and 4. In Questions 2 and 3, answer **either** option (a) **or** option (b).
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
– *you should spend approximately 10 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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A celebration

1



(Source: © TravelCollection/Alamy Stock Photo)

Γιορτάζεις σε μια ελληνική ταβέρνα με μια φιλική οικογένεια. Ανεβάζεις αυτή τη φωτογραφία στο διαδίκτυο.

Περιγράψε τη φωτογραφία και γράψε τη γνώμη σου για τις γιορτές με οικογένεια ή φίλους.

Γράψε περίπου 20–30 λέξεις στα **Ελληνικά**.

.....

.....

.....

.....

.....

.....

.....

.....

.....

(Total for Question 1 = 12 marks)

DO NOT WRITE IN THIS AREA

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DO NOT WRITE IN THIS AREA

Choose either Question 2(a) or 2(b).

If you answer Question 2(a) put a cross in the box .

A school visit

- 2 (a) Ένα ελληνικό σχολείο θέλει να επισκεφτεί το σχολείο σου. Ο καθηγητής σου σου ζητάει να γράψεις ένα επίσημο γράμμα στο διευθυντή του σχολείου αυτού.

Πρέπει να συμπεριλάβεις τις ακόλουθες πληροφορίες:

- περιγραφή του σχολείου σου
- πότε είναι καλύτερα να έρθουν
- πού θα μείνουν
- μια εκδρομή που θα κάνετε μαζί όταν έρθουν.

Γράψε περίπου 40–50 λέξεις στα **Ελληνικά**.

(16)

Αγαπητέ κύριε διευθυντή,

Με εκτίμηση,

If you answer Question 2(b) put a cross in the box .

Voluntary work

(b) Μια κατασκήνωση για παιδιά πρόσφυγες ζητάει εθελοντές για το καλοκαίρι. Θέλεις να βοηθήσεις.

Γράψε ένα επίσημο ηλεκτρονικό μήνυμα στη διευθύντρια.

Πρέπει να συμπεριλάβεις τις ακόλουθες πληροφορίες:

- Λίγα λόγια για τον εαυτό σου
- Γιατί θέλεις να γίνεις εθελοντής
- Πώς μπορείς να βοηθήσεις
- Πότε μπορείς να αρχίσεις.

Γράψε περίπου 40–50 λέξεις στα **Ελληνικά**.

(16)

Αγαπητέ κύριε διευθυντή,

Με εκτίμηση,

(Total for Question 2 = 16 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Choose either Question 3(a) or Question 3(b).

If you answer Question 3(a) put a cross in the box .

A musical event

- 3 (a) Σχεδιάζεις να πας σ' ένα διεθνές φεστιβάλ μουσικής με τον Αλέξανδρο, τον Έλληνα φίλο σου, όταν έρθει να σ' επισκεφτεί.

Γράψε ένα φιλικό ηλεκτρονικό μήνυμα στον Αλέξανδρο.

Πρέπει να συμπεριλάβεις τις ακόλουθες πληροφορίες:

- ποια είναι η γνώμη σου για τις μουσικές εκδηλώσεις
- τι είδους μουσικές εκδηλώσεις παρακολούθησες στο παρελθόν
- γιατί είναι καλό να γνωρίζεις κόσμο από άλλες χώρες
- άλλα πράγματα που σχεδιάζετε να κάνετε μαζί, όταν σ' επισκεφτεί.

Γράψε περίπου 80–90 λέξεις στα **Ελληνικά**.

(20)

DO NOT WRITE IN THIS AREA

If you answer Question 3(b) put a cross in the box .

My neighbourhood

(b) Μια Ελληνίδα φίλη σου, η Αθηνά, σκέφτεται να μετακομίσει στην περιοχή που μένεις και θέλει μερικές πληροφορίες.

Γράψε ένα φιλικό ηλεκτρονικό μήνυμα στην Αθηνά.

Πρέπει να συμπεριλάβεις τις ακόλουθες πληροφορίες:

- περιγραφή της γειτονιάς σου
- κάτι καλό που έκανες εκεί πρόσφατα
- τι θα αρέσει πιο πολύ στην Αθηνά ή τι δε θα της αρέσει
- κάτι που θα κάνεις με τη φίλη σου, αν μετακομίσει στη γειτονιά σου.

Γράψε περίπου 80–90 λέξεις στα **Ελληνικά**.

(20)

DO NOT WRITE IN THIS AREA

(Total for Question 3 = 20 marks)

Friendship

4 Μετάφρασε τις φράσεις που ακολουθούν στα **Ελληνικά**.

(a) Maria is my friend.

(2)

(b) She lives on a small Greek island.

(2)

(c) We often speak on the phone.

(2)

(d) I write to her in Greek and she replies in English.

(3)

(e) When I went to see her, we had a good time.

(3)

(Total for Question 4 = 12 marks)

TOTAL FOR PAPER = 60 MARKS

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GCSE Greek Foundation tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band, you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Foundation tier

Question 1 – Foundation tier (12 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

The student is expected to produce 20–30 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Some relevant, basic information without development• Uses language to inform, give short descriptions and express opinions with limited success• Uses limited selection of common, familiar vocabulary and expression with frequent repetition
3–4	<ul style="list-style-type: none">• Mostly relevant information, minimal extra detail• Uses language to give short descriptions, simple information and opinions with variable success• Uses small selection of common, familiar vocabulary and expression with some repetition
5–6	<ul style="list-style-type: none">• Relevant information with occasional extra detail• Uses language to give short descriptions, simple information and opinions with some success• Uses small selection of common, familiar vocabulary and expression with little repetition

Question 1: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Produces simple, short sentences in isolation• Limited accurate application of a small selection of straightforward grammatical structures, limited success in referring to present events; frequently errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Produces simple, short sentences with little linking• Inconsistently accurate application of a small selection of straightforward grammatical structures, inconsistently successful reference to present events; often errors occur that hinder clarity of communication and occasionally prevent meaning
5–6	<ul style="list-style-type: none">• Produces simple sentences with some linking• Accurate application of a small selection of straightforward grammatical structures, refers successfully to present events as appropriate to the task; occasionally errors occur that hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect case)
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inaccurate tense formation and inaccurate application of the conventions of case
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Foundation tier (16 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question requires students to write in a formal style/register (see *Additional guidance*).

The student is expected to produce 40–50 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Limited information given, likely to consist of single words and phrases• Limited ability to use language to present simple facts, inform and note down key points; expression is frequently constrained and communication often breaks down• Repetitive use of a limited selection of common words and phrases; heavy reliance on language of the stimulus material to express thoughts• Knowledge of register and style is rarely evident because of restricted use of vocabulary and expression
3–4	<ul style="list-style-type: none">• Some brief information given, basic points made without development• Occasional success in using language to present simple facts, information and to note down key points but expression is sometimes constrained and communication occasionally breaks down• Limited use of common, familiar vocabulary and expression with frequent repetition; some reliance on language of the stimulus material to express thoughts• Occasional appropriate use of register and style
5–6	<ul style="list-style-type: none">• Some relevant information given appropriate to the task, basic points made with little development• Uses language with some success, to present simple facts, information and to note down key points, expression is occasionally constrained• Uses a small range of, common, familiar vocabulary and expression, mostly independently selected, with some repetition; mostly goes beyond the language of the stimulus material• Mostly appropriate use of register and style, mostly sustained
7–8	<ul style="list-style-type: none">• Relevant information given appropriate to the task, basic points made with some development• Uses language mostly with success, to present simple facts, information and to note down key points using simple ideas• Uses independently selected, common, familiar vocabulary and expression with little repetition; goes beyond the language of the stimulus material• Appropriate use of register and style sustained

Additional guidance

Independently selected vocabulary and expression: students may use key words from the stimulus material but, to demonstrate their knowledge of vocabulary and ability to express themselves independently, they must be able to use vocabulary and expression that is not in the stimulus material.

Register and style definition: formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Repetitive use of minimal selection of straightforward grammatical structures• Produces individual words/set phrases• Limited accuracy in grammatical structures used, limited success in referring to present and future events; regular errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Use of a restricted range of straightforward grammatical structures, frequent repetition• Produces simple, short sentences, which are not linked• Occasional accuracy in grammatical structures used, occasional success in referring to present and future events; sometimes errors prevent meaning being conveyed
5–6	<ul style="list-style-type: none">• Uses straightforward grammatical structures, some repetition• Produces simple, short sentences with minimal linking• Some accurate use of straightforward grammatical structures, some success in referring to present and future events to meet the requirements of the task; occasionally errors prevent meaning being conveyed
7–8	<ul style="list-style-type: none">• Uses straightforward grammatical structures, occasional repetition• Produces predominantly simple sentences occasionally linked together• Mostly accurate use of straightforward grammatical structures, mostly successful references to present and future events to meet the requirements of the task; occasionally errors hinder clarity of communication

Additional guidance

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: the mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect case)
- infrequent errors that do not distract the reader from the content and that result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inaccurate tense formation and inaccurate application of the conventions of case
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Foundation tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 3: communication and content mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justification• Expresses straightforward thoughts and ideas; uses common, familiar language with repetition• Variable use of appropriate register and style
4–6	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions that are occasionally successful• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language• Appropriate use of register and style is evident but with inconsistencies
7–9	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of some key points and ideas• Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions• Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language• Appropriate use of register and style is evident but with occasional inconsistency

Mark	Descriptor
10–12	<ul style="list-style-type: none"> Communicates information relevant to the task with expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout with minimal inconsistency

Additional guidance

Creative language use – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: informal register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 3: linguistic knowledge and accuracy mark grid – Foundation tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none"> • Uses straightforward grammatical structures, some repetition • Produces brief, simple sentences, limited linking of sentences • Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none"> • Uses mostly straightforward grammatical structures, occasional repetition • Produces occasionally extended sentences linked with familiar, straightforward conjunctions • Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none"> • Different examples of straightforward grammatical structures are evident • Produces some extended sentences that are linked with familiar, straightforward conjunctions • Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none"> • Some variation of grammatical structures, occasional complex structure • Produces frequently extended sentences, well linked together • Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect case)
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inaccurate tense formation and inaccurate application of the conventions of case
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 4 – Foundation tier (12 marks)

Translation mark grids and example responses

Mark grid for sentences (a), (b) and (c), which are worth 2 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	Meaning partially communicated with errors that hinder clarity or prevent meaning being conveyed
2	Meaning fully communicated with occasional errors that do not hinder clarity

Question number	Example response
4(a)	Η Μαρία είναι φίλη μου.
4(b)	Ζει σ' ένα μικρό ελληνικό νησί.
4(c)	Συχνά, μιλάμε στο τηλέφωνο.

Mark grid for sentences (d) and (e), which are worth 3 marks each. The mark grid will be applied to each individual sentence.

Mark	Descriptor
0	No rewardable material
1	<ul style="list-style-type: none">Some words are communicated but the overall meaning of the sentence is not communicated
2	<ul style="list-style-type: none">The meaning of the sentence is partially communicatedLinguistic structures and vocabulary are mostly accurate with some errors that hinder clarity or prevent meaning being conveyed
3	<ul style="list-style-type: none">The meaning of the sentence is fully communicatedLinguistic structures and vocabulary are accurate with only occasional errors that do not hinder clarity

Question number	Example response
4(d)	Της γράφω στα ελληνικά και μου απαντά στ' αγγλικά.
4(e)	Όταν πήγα να τη δω, περάσαμε καλά.

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect case)
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inaccurate tense formation and inaccurate application of the conventions of case
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 1: Listening and understanding in Greek

Higher Tier

Sample assessment material for first teaching
September 2017
Transcript

Paper Reference
1GK0/1H

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SECTION A

Πρόταση για δουλειά

Ερώτηση 1

Παράδειγμα

M1: Μου πρότειναν δουλειά στην Κρήτη και αποφάσισα να δεχτώ.

Ερώτηση 1

M1: Αρχικά θα δουλέψω εκεί έναν μήνα τον Απρίλιο.

F1: Πού;

M1: Στο βιβλιοπωλείο του θείου μου του Λευτέρη στα Χανιά. Έφυγε ο λογιστής του και θα πάω να βοηθήσω. Τις καθημερινές θα εργάζομαι μέχρι τις 6 και μισή το απόγευμα, αλλά δε με πειράζει, γιατί θα έχω ελεύθερο χρόνο τα σαββατοκύριακα. Θα νοικιάσω αυτοκίνητο για να γνωρίσω το νησί και να δω τους συγγενείς μου.

Το πρότυπό μου

Ερώτηση 2

Παράδειγμα

F2: Η θεία μου, η Άννα, είναι ένας ξεχωριστός άνθρωπος. Από μικρή ήθελε να πετύχει στη ζωή της και να καταφέρει να κάνει κάτι καλύτερο.

Ερώτηση 2

F2: Πολύ συχνά φρόντιζε τα μικρότερα αδέρφια της, όταν οι γονείς της ήταν στη δουλειά. Στο σχολείο έπαιρνε καλούς βαθμούς χωρίς μεγάλη προσπάθεια. Επίσης, σαν φοιτήτρια της Ιατρικής συνδύαζε καλά σπουδές και διασκέδαση. Όλοι την ήθελαν στην παρέα τους. Στο νοσοκομείο, όπου δουλεύει ως γιατρός, όλοι την αγαπάνε. Πρόσφατα έκανε αίτηση, για να δουλέψει με τους Γιατρούς χωρίς Σύνορα στη Συρία και τη δέχτηκαν. Είναι το πρότυπό μου!

SECTION B

School trip

Question 3

Example

F1: Μαζί με τους καθηγητές μας οργανώσαμε μια εκδρομή στα αξιοθέατα της Κατερίνης. Πρώτα θαυμάσαμε τον αρχαιολογικό χώρο του Δίου.

Question 3

F1: Δύο συμμαθητές μας ήταν υπεύθυνοι για την ξενάγηση. Δεύτερη στάση το Λιτόχωρο, ένα χωριό στον Όλυμπο. Περπατήσαμε στα πέτρινα δρομάκια και στις γραφικές γειτονιές του. Τότε καταλάβαμε, γιατί όλοι μιλούσαν για τη φανταστική αρχιτεκτονική του! Αγοράσαμε αναμνηστικά και βγάλαμε φωτογραφίες. Είχε πάει δύο η ώρα και πεινασμένοι καθίσαμε σε μια παραλιακή ψαροταβέρνα. Λέγαμε αστεία και κυρίως χαλαρώσαμε.

At the Byzantine museum

Question 4

F2: Σας παρακαλώ ν' ακούσετε προσεκτικά τις οδηγίες και να τις ακολουθήσετε, για να μην υπάρξει κάποιο πρόβλημα.

Question 4

F2: Έχω τα εισιτήρια εισόδου. Ορίστε! Το ωραίο είναι ότι σήμερα η ξενάγηση είναι δωρεάν. Έχει πολύ κόσμο, γι' αυτό καλό είναι να μείνετε όλη η ομάδα μαζί. Μετά την ξενάγηση έχετε μία ώρα ελεύθερη, για να επισκεφτείτε το κατάστημα του μουσείου ή να τσιμπήσετε κάτι, αν θέλετε. Ραντεβού στην έξοδο του μουσείου στις τρεις το απόγευμα.

A sports event

Question 5

Example

F1: Για πρώτη φορά συμμετείχα στον Ποδηλατικό Γύρο της Αθήνας που διοργανώνεται από το Δήμο Αθηναίων.

Question 5

F1: Μετά από ένα σύντομο καλωσόρισμα από το δήμαρχο, χιλιάδες ποδηλάτες, μικροί, μεγάλοι και άτομα με αναπηρία γέμισαν το κέντρο της Αθήνας με ποδήλατα. Ήθελα να πάρω μέρος στον αγώνα φέτος, επειδή ήταν αφιερωμένος στην Παγκόσμια ημέρα της Γης. Όλοι που συμμετείχαμε στείλαμε το δικό μας μήνυμα για έναν καθαρό και υγιή πλανήτη. Συνολικά υπήρχαν τρεις διαδρομές: μια μακρινή, μια πιο σύντομη, και μία για άτομα με αναπηρία. Του χρόνου θα διαλέξω τη μακρινή, τα 9 χιλιόμετρα δηλαδή. Φέτος όμως τα 3 χιλιόμετρα ήταν αρκετά! Χρειάζομαι προπόνηση!

Celebrating success

Question 6

M2: Πρώτα απ' όλα συγχαρητήρια στους μαθητές που πήραν μέρος στη συναυλία για φιλανθρωπικούς σκοπούς στο αρχαίο θέατρο της Λεμεσού. Έστειλαν ένα μήνυμα ελπίδας και με τις φωνές τους μας συγκίνησαν.

Περήφανους επίσης μας έκαναν το σαββατοκύριακο δύο μαθητές μας, που κέρδισαν δύο μετάλλια σ' ένα διαγωνισμό Μαθηματικών. Οι μαθητές είναι ο Μιχάλης Ματθαίου και η Ελένη Κυριάκου.

Τέλος, αξίζει ένα μεγάλο μπράβο στην ομάδα βόλεϊ των κοριτσιών του σχολείου μας που έφτασε στον τελικό στο Μαθητικό Πρωτάθλημα Κύπρου. Καλή επιτυχία!

The Web We Want

Question 7

M1: Στο μάθημα της πληροφορικής κατέβασα ένα διαδικτυακό βιβλίο 52 σελίδων για την ασφάλεια στο διαδίκτυο. Ο τίτλος του; «Το διαδίκτυο που θέλουμε».

Δε μου πήρε πολλή ώρα να καταλάβω ότι είναι σχεδιασμένο από νέους ανθρώπους και με κέντρο τους εφήβους της εποχής μας. Μου άρεσαν οι εικόνες και οι πληροφορίες ήταν χρήσιμες, όμως αυτό που με τράβηξε ήταν οι γνώμες άλλων εφήβων απ' όλη την Ευρώπη.

Όπως όλοι οι νέοι της γενιάς μου, έτσι κι εγώ έχω καθημερινή επαφή και παρουσία στο διαδίκτυο. Μέχρι τώρα δεν πρόσεχα ιδιαίτερα τι ανέβαζα στο facebook, αλλά από δω και πέρα θα σκέφτομαι πολύ πριν μοιραστώ προσωπικές πληροφορίες.

A holiday destination

Question 8

Example

M2: Για σήμερα διαλέξαμε ένα νησί στο νοτιοανατολικό άκρο του Αιγαίου μακριά από την Αθήνα.

Question 8 Part (a)

M2: Στο Καστελλόριζο ξεχάσαμε τον θόρυβο και ανακαλύψαμε την απόλυτη ηρεμία. Χωρίς παραλίες με άμμο, μόνο βαθιά νερά για βουτιές. Φιλοξενηθήκαμε σε ένα από τα παλιά διώροφα σπίτια, βαμμένο με έντονα χρώματα σύμφωνα με την αρχιτεκτονική του νησιού. Ένα νησί ξεχωριστό.

F1: Σίγουρα. Δεν είναι για όσους πάνε παντού με το αυτοκίνητο. Υπάρχουν ένα ταξί και ένα λεωφορείο, αλλά δεν τα χρειάζεστε. Μπορείτε να κάνετε το γύρο του νησιού με τα πόδια.

Question 8 Part (b)

M2: Θυμάμαι τα τετρακόσια ένα σκαλοπάτια που ανεβήκαμε για να επισκεφτούμε το μοναστήρι του Άη Γιώργη. Η θέα στο λιμάνι μας αποζημίωσε.

F1: Κι αμέσως μετά φάγαμε αρνί στο φούρνο στην ταβέρνα, όπου γυρίστηκαν σκηνές της ταινίας «Μεντιτερρανό». Πήρε Όσκαρ, έτσι δεν είναι;

M2: Ναι. Κι ο κόσμος τόσο φιλόξενος! Την παραμονή του πανηγυριού προσπάθησαν να μας πείσουν να πέσουμε μαζί τους στη θάλασσα με τα ρούχα! Έτσι είναι το έθιμο, το θυμάσαι;

F1: Ναι, είχε πολλή πλάκα.

A green initiative

Question 9

Part (a)

M1: Κυρία Γκίκα, μιλήστε μας για την πρωτοβουλία των κατοίκων του νησιού σας.

F2: Πέρσι ένα από τα πιο παλιά μας μέλη πρότεινε να κάνουμε κάτι στο νησί για τις πλαστικές σακούλες. Αρχίσαμε καμπάνια να πληρώνει ο πελάτης για κάθε πλαστική σακούλα που ζητάει στα καταστήματα. Στη συνέχεια πουλήσαμε υφασμάτινες τσάντες για να πείσουμε τον κόσμο να τις χρησιμοποιεί για τα ψώνια του.

M1: Πείτε μου λίγα λόγια για το σχεδιασμό.

F2: Φτιάξαμε τσάντες από παλιά μας ρούχα σε διάφορα σχέδια και μεγέθη. Βάλαμε ακόμη και πέτρες για τις δοκιμάσουμε!

Question 9

Part (b)

M1: Και μετά τι κάνατε;

F2: Φτιάξαμε 2.400 τσάντες και λέγαμε “σιγά μην πουληθούν”. Όμως δεν έμεινε ούτε μία! Και μας ζητάνε συνέχεια να φτιάξουμε κι άλλες. Το επόμενο βήμα μας ήταν να μοιράσουμε δωρεάν τσάντες σε όλα τα σχολεία. Ζητήσαμε από τα παιδιά να μεταμορφώσουν τις τσάντες, ζωγραφίζοντάς τις. Ο στόχος μας απλός. Όταν το παιδί πηγαίνει στο σούπερ μάρκετ, να θυμίζει στη μαμά ή τον μπαμπά να μη ζητάει πλαστική σακούλα.

Volunteering

Question 10

Example

M2: Μαζί μας η Μαριάννα Φατράλη, μαθήτρια της Β' Λυκείου. Η Μαριάννα είναι εθελόντρια και μιλάει στους καταναλωτές για το τι είναι το δίκαιο εμπόριο. Θα τη βρείτε στο κατάστημα της οργάνωσης κοντά στο Μουσείο της Ακρόπολης.

Question 10 Part (i)

F1: Για μένα ο εθελοντισμός είναι το πρώτο βήμα για να αλλάξω τον κόσμο. Για το δίκαιο εμπόριο έμαθα στο σχολείο. Στην αρχή ήθελα απλά να απασχοληθώ κάπου, να γεμίσω τις ελεύθερές μου ώρες. Μετά όμως αποφάσισα ότι μέσα από τη δράση μου πρέπει να προβάλλω κάτι το οποίο αξίζει. Για μένα ήταν η αρχή για να δω έναν άλλο κόσμο, πιο δίκαιο και συνειδητοποιημένο. Δεν ξέρω αν θα τα καταφέρω ν' αλλάξω πράγματα, αλλά τουλάχιστον θα προσπαθήσω.

Question 10 Part (ii)

F1: Το ξέρω, ανήκω στη γενιά «του καναπέ». Όλοι οι φίλοι μου σκέφτονται τι θα σπουδάσουν, πού θα βρουν δουλειά κι αυτό είναι όλο. Δεν αναζητούν διαφορετικούς τρόπους, για να αισθανθούν γεμάτοι. Δυστυχώς δεν έχουν συνειδητοποιήσει ότι ο εθελοντισμός είναι ένας από αυτούς.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

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Greek

Paper 1: Listening and understanding in Greek

Higher Tier

Sample assessment material for first teaching
September 2017

Time: 40 minutes and 5 minutes' reading time

Paper Reference

1GK0/1H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Questions in Section A are set in Greek.
- Questions in Section B are set in English.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- You have 5 minutes to read through the paper before the first extract starts.
- You may make notes during these 5 minutes.
- You will hear the extract twice. You may write at any time during the tests.
There will be a pause between each question.
- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

SECTION A

Πρόταση για δουλειά

- 1 Ακούς τη συζήτηση ανάμεσα στον Άγγελο και σ' έναν φίλο του σ' ένα νησί στην Ελλάδα.

Συμπλήρωσε τα κενά με μία ή περισσότερες λέξεις από τον πίνακα, όπως στο παράδειγμα. Οι λέξεις είναι περισσότερες από τα κενά.

αυτοκίνητο	μοτοσυκλέτα	το καλοκαίρι	την άνοιξη
στην Κρήτη	πελάτες	στην Κέρκυρα	6.30 μ.μ.
λογαριασμούς	θείο	πατέρα	5.30 μ.μ.

Παράδειγμα: Ο Άγγελος θέλει να εργαστεί στην Κρήτη

- (a) Θα βρίσκεται εκεί (1)
- (b) Το βιβλιοπωλείο ανήκει στον (1)
- (c) Θα βοηθάει με τους (1)
- (d) Τις καθημερινές θα τελειώνει στις (1)
- (e) Στο νησί θα χρησιμοποιεί (1)

(Total for Question 1 = 5 marks)

Το πρότυπό μου

- 2 Η Βίκυ, μία μαθήτρια από το πρόγραμμα ανταλλαγής μαθητών μιλάει μέσω skype για το πρότυπό της.

Τι λέει;

Επίλεξε από τις παρακάτω λέξεις: **έξυπνη, υπεύθυνη, δημοφιλής ή φιλόδοξη**. Κάθε λέξη μπορεί να χρησιμοποιηθεί περισσότερες από μία φορές.

Παράδειγμα: Από παιδί η θεία μου η Άννα ήταν **φιλόδοξη**

(a) Στην οικογένειά της ήταν πολύ (1)

(b) Στο σχολείο ήταν (1)

(c) Στο Πανεπιστήμιο έδειξε ότι είναι (1)

(d) Στη δουλειά της είναι (1)

(e) Τα σχέδιά της για το μέλλον δείχνουν ότι είναι (1)

(Total for Question 2 = 5 marks)

TOTAL FOR SECTION A = 10 MARKS

SECTION B

School trip

- 3 During an internet link with your exchange school, Dimitra tells you about a recent school day trip.

Listen to the recording and complete the sentences by putting a cross ☒ in the correct box for each question.

Example: The first stop of the trip was...

<input type="checkbox"/>	A a museum
<input checked="" type="checkbox"/>	B an archaeological site
<input type="checkbox"/>	C a seaside town
<input type="checkbox"/>	D a big city

- (i) The tour guides were...

<input type="checkbox"/>	A fellow students
<input type="checkbox"/>	B professionals
<input type="checkbox"/>	C teachers
<input type="checkbox"/>	D locals

- (ii) In Lithoro the students were impressed by the...

<input type="checkbox"/>	A the breath-taking view
<input type="checkbox"/>	B the architecture
<input type="checkbox"/>	C the shops
<input type="checkbox"/>	D the friendly residents

- (iii) At 2 pm they...

<input type="checkbox"/>	A had a picnic by the sea
<input type="checkbox"/>	B were very tired
<input type="checkbox"/>	C were ready for a meal
<input type="checkbox"/>	D went fishing

(iv) This trip...

<input type="checkbox"/>	A helped them relax
<input type="checkbox"/>	B brought them close to their teachers
<input type="checkbox"/>	C taught them about the Romans
<input type="checkbox"/>	D helped them appreciate the countryside

(Total for Question 3 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

At the Byzantine museum

- 4 You are part of a tourist group outside the Byzantine museum in Thessaloniki and you hear the tour leader providing information.

What do the tourists need to know?

Listen to the recording and put a cross ☒ in each one of the **three** correct boxes.

<input checked="" type="checkbox"/>	Example: They should follow instructions carefully.
<input type="checkbox"/>	A There is an exhibition on Byzantine icons.
<input type="checkbox"/>	B They need to keep together during the tour.
<input type="checkbox"/>	C They can buy souvenirs.
<input type="checkbox"/>	D They need to pay at the entrance.
<input type="checkbox"/>	E The visit will finish at 4pm.
<input type="checkbox"/>	F They need to head for the exit after the tour.
<input type="checkbox"/>	G The guided tour is free.

(Total for Question 4 = 3 marks)

DO NOT WRITE IN THIS AREA

BLANK PAGE
QUESTION 5 BEGINS ON THE NEXT PAGE.

A sports event

- 5 You are listening to a radio interview with Nicki who is taking part in a sports event in Athens.

What does she say?

Listen to the recording and put a cross ☒ in the correct box for each question.

Example: She is talking about...

<input type="checkbox"/>	A the Olympic Games
<input type="checkbox"/>	B a triathlon competition
<input checked="" type="checkbox"/>	C the Cycling Tour of Athens
<input type="checkbox"/>	D the Athens Marathon

- (i) Before the race, the athletes were...

<input type="checkbox"/>	A asked to register
<input type="checkbox"/>	B greeted by the mayor
<input type="checkbox"/>	C given instructions
<input type="checkbox"/>	D offered free drinks

- (ii) Nicki supports...

<input type="checkbox"/>	A people with special needs
<input type="checkbox"/>	B environmental issues
<input type="checkbox"/>	C local charities
<input type="checkbox"/>	D new initiatives

- (iii) She plans to...

<input type="checkbox"/>	A take part again next year
<input type="checkbox"/>	B repeat the race in nine months
<input type="checkbox"/>	C have a break from the sport
<input type="checkbox"/>	D train on a daily basis

(Total for Question 5 = 3 marks)

Celebrating success

- 6 The head-teacher of your Cypriot partner school has recorded a podcast talking about recent student achievements.

Listen to the podcast and answer the following questions **in English**.

- (a) Who does the head-teacher congratulate first? (1)

- (b) What did two students achieve at the weekend? Give **two** details. (2)

- (c) What was the latest sport success of the school? Give **two** details. (2)

(Total for Question 6 = 5 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

'The Web We Want'

7 Panos, a student in your Greek partner school has recorded a podcast talking about the internet.

Listen to the podcast and answer the following questions **in English**.

(a) What is 'The Web We Want'? (1)

(b) What did Panos like most about 'The Web We Want'? Give **two** details. (2)

(c) How has 'The Web We Want' changed Panos's attitude towards the internet? Give **two** details. (2)

(Total for Question 7 = 5 marks)

DO NOT WRITE IN THIS AREA

BLANK PAGE
QUESTION 8 BEGINS ON THE NEXT PAGE.

A holiday destination

- 8 You are travelling in Greece and you hear a travel programme on the radio.
Listen to the recording and put a cross ☒ in the correct box for each question.

Example: The radio presenters visited an island...

<input checked="" type="checkbox"/>	A in the southeast Aegean
<input type="checkbox"/>	B in the Ionian sea
<input type="checkbox"/>	C close to Athens
<input type="checkbox"/>	D in the northeast Aegean

Part (a)

- (i) The island is an ideal destination for...

<input type="checkbox"/>	A windsurfing
<input type="checkbox"/>	B nightlife
<input type="checkbox"/>	C peace and quiet
<input type="checkbox"/>	D sandy beaches

- (ii) Most of the old houses are...

<input type="checkbox"/>	A one storey buildings
<input type="checkbox"/>	B in need of restoration
<input type="checkbox"/>	C converted into small hotels
<input type="checkbox"/>	D painted in vivid colours

- (iii) When on the island visitors are advised to...

<input type="checkbox"/>	A rent a moped
<input type="checkbox"/>	B travel by taxi
<input type="checkbox"/>	C walk everywhere
<input type="checkbox"/>	D go by bus

Part (b)

(i) They enjoyed visiting the monastery because of the...

<input type="checkbox"/>	A view
<input type="checkbox"/>	B local museum
<input type="checkbox"/>	C service
<input type="checkbox"/>	D walk

(ii) The island became widely known...

<input type="checkbox"/>	A when a famous chef opened a restaurant
<input type="checkbox"/>	B because a film was shot there
<input type="checkbox"/>	C when a Hollywood actor bought a house
<input type="checkbox"/>	D for its film festival

(iii) They found the local customs...

<input type="checkbox"/>	A interesting
<input type="checkbox"/>	B educational
<input type="checkbox"/>	C dangerous
<input type="checkbox"/>	D entertaining

(Total for Question 8 = 6 marks)

A green initiative

- 9 You listen to a radio interview with a member of a local environmental group on Sifnos. She is talking about a new initiative.

Listen to the interview and answer the following questions **in English**.

Part (a)

- (i) Who started the discussion within the group? (1)

- (ii) What is the initiative about? (1)

- (iii) What was the first step in the group's campaign? Give **one** detail. (1)

- (iv) What was the next step for the group? Give **two** details. (2)

Part (b)

The interview continues.

- (i) What was the reaction to the new initiative? Give **two** details. (2)

- (ii) How did the group promote their initiative with school children? Give **two** details. (2)

- (iii) How can children help raise awareness with their parents in the future? (1)

(Total for Question 9 = 10 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Volunteering

10 You are listening to a radio interview with Marianna about volunteering.

Put a cross in each of the **two** correct boxes for each question.

(i) What does she say about her experience of volunteering?

<input type="checkbox"/>	Example: She works as a volunteer at the Fair Trade shop in Athens.
<input type="checkbox"/>	A She learned about volunteering at school.
<input type="checkbox"/>	B Initially she wanted to learn more about Fair Trade.
<input type="checkbox"/>	C She wants to make a difference.
<input type="checkbox"/>	D She wishes she had more time for volunteering.
<input type="checkbox"/>	E She will not give up easily.

(ii) What does she say about her friends?

<input type="checkbox"/>	A Some of them found a paid job.
<input type="checkbox"/>	B They are focused on their own futures.
<input type="checkbox"/>	C Volunteering makes them feel fulfilled.
<input type="checkbox"/>	D In general, they are not concerned with world issues.
<input type="checkbox"/>	E They are thinking about volunteering in the future.

(Total for Question 10 = 4 marks)

TOTAL FOR SECTION B = 40 MARKS

TOTAL FOR PAPER = 50 MARKS

GCSE Greek Higher tier

Paper 1 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Greek script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has mis-copied a Greek word or name.

SECTION A

Question number	Answer	Mark
1(a)	την άνοιξη	(1)
1(b)	θειο	(1)
1(c)	λογαριασμούς	(1)
1(d)	6.30	(1)
1(e)	αυτοκίνητο	(1)
2(a)	υπεύθυνη	(1)
2(b)	έξυπνη	(1)
2(c)	δημοφιλής	(1)

Question number	Answer	Mark
2(d)	δημοφιλής	(1)

Question number	Answer	Mark
2(e)	υπεύθυνη	(1)

SECTION B

Question number	Answer	Mark
3(i)	A	(1)

Question number	Answer	Mark
3(ii)	B	(1)

Question number	Answer	Mark
3(iii)	C	(1)

Question number	Answer	Mark
3(iv)	A	(1)

Question number	Answer	Mark
4	B, C, G	(3)

Question number	Answer	Mark
5(i)	B	(1)

Question number	Answer	Mark
5(ii)	B	(1)

Question number	Answer	Mark
5(iii)	A	(1)

Question number	Answer	Reject	Mark
6(a)	the students who sang/took part in a (charity) concert	a concert students	(1)

Question number	Answer	Reject	Mark
6(b)	they won medals (1) in a Maths competition (1)	they took part in a competition	(2)

Question number	Answer	Reject	Mark
6(c)	the volleyball team reached the final (1) of the Cypriot student championship (1)		(2)

Question number	Answer	Reject	Mark
7(a)	an online book (on internet safety)	<ul style="list-style-type: none"> • A book on internet safety • A 52 page book 	(1)

Question number	Answer	Reject	Mark
7(b)	(reading about) opinions (1) of other young people (1) (from across Europe)	he liked the images he found the information useful	(2)

Question number	Answer	Reject	Mark
7(c)	he will be more careful (1) about what he shares on the web/internet (1)		(2)

Question number	Answer	Mark
8(a)(i)	C	(1)

Question number	Answer	Mark
8(a)(ii)	D	(1)

Question number	Answer	Mark
8(a)(iii)	C	(1)

Question number	Answer	Mark
8(b)(i)	A	(1)

Question number	Answer	Mark
8(b)(ii)	B	(1)

Question number	Answer	Mark
8(b)(iii)	D	(1)

Question number	Answer	Reject	Mark
9(a)(i)	(one of) their oldest member(s)	a member (of the group)	(1)

Question number	Answer	Reject	Mark
9(a)(ii)	to reduce the number of plastic bags used	the environment	(1)

Question number	Answer	Reject	Mark
9(a)(iii)	to charge for each plastic bag	in shops	(1)

Question number	Answer	Reject	Mark
9(a)(iv)	to sell bags (1) made out of old clothes (1)	selling plastic/carrier bags	(2)

Question number	Answer	Reject	Mark
9(b)(i)	(the) (cloth) bags sold out (1) (there was) demand for more bags (1)		(2)

Question number	Answer	Reject	Mark
9(b)(ii)	gave them free bags (1) asked them/the schoolchildren to decorate the bags (by painting them) (1)	the group sold some of the bags to the children in schools	(2)

Question number	Answer	Reject	Mark
9(b)(iii)	remind them not to ask for a plastic bag (at the supermarket)		(1)

Question number	Answer	Mark
10(i)	C, E	(2)

Question number	Answer	Mark
10(ii)	B, D	(2)

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek General instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Turn over ►

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General instructions to the teacher conducting the assessment

- The examination is made up of **three** tasks.
- The tasks **must** be conducted in the following order: role play, picture-based task, conversation.
- The total examination will last between 10 to 12 minutes.
- Candidates must be allowed 12 minutes' preparation time under supervised conditions to prepare for the role play and the picture-based task.
- The preparation time must be immediately before the examination time.
- The preparation time must be used **only** to study the stimuli provided. It is **not** to be used to prepare for the conversation (Task 3).
- Candidates can make notes of up to a maximum of one side of A4 paper to cover **both** Task 1 and Task 2. Candidates must not read out whole, prepared sentences in answer to questions.
- Candidates may refer to their notes during Task 1 and Task 2 **only**.
- Candidates must **not** write on the stimuli.
- Candidates must **not** have access to a dictionary or any other resource, including a mobile phone, during the preparation and examination time.
- Candidates must return their notes and the stimuli after completing Task 2 but **before** starting Task 3.
- Any notes made during the preparation time must be kept by the centre until the end of October in the year the assessment is completed, after which time they should be securely destroyed.
- It is the teacher's responsibility to cover all parts of each task to ensure that the candidate is able to access the maximum amount of marks available.
- Teachers must use the *Sequencing grid* provided by Pearson for the allocation of the role-play stimulus card, picture-based stimulus card and the second theme for the conversation. This grid has been designed to help ensure each candidate covers a broad range of themes from the specification.
- The subject matter of the stimulus cards should not cause distress to the candidate. The teacher needs to decide in advance of the examination if any distress might be caused. If any of the cards are likely to cause distress to the candidate, then the teacher must offer the card from the next row of the sequencing grid.

The speaking assessment will begin with the role play. The role-play theme will be allocated by Pearson using the sequencing grid.

Task 1: Role play

- The role play is recommended to last between two to two-and-a-half minutes.
- The purpose of the role play is to assess communication through understanding and responding, including the ability to ask questions and use the correct register.
- The set questions and comments must be asked as they are presented.
- There must be no supplementary questions and no re-phrasing. The statements/questions may be repeated but no more than twice.

At the end of the role play, the speaking assessment will next move to the picture-based task. The picture-based task theme will be allocated by Pearson using the sequencing grid.

Task 2: Picture-based task

- The picture-based task is recommended to last between three to three-and-a-half minutes.
- The purpose of the picture-based task is to assess communication through exchanging opinions, providing descriptions, and narrating events.
- The set questions and comments must be asked as they are presented.
- There must be no re-phrasing. The questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to achieve this, prompts have been provided against each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

At the end of the picture-based task, the speaking assessment will move to the conversation.

The conversation is in **two** parts, each covering a separate theme.

For Part 1, the candidate will select one topic from one theme in advance.

For Part 2, a separate theme will be allocated by Pearson using the sequencing grid.

Task 3: Conversation

- The whole conversation (Parts 1 and 2) is recommended to last between five to six minutes.
- The purpose of the conversation task is to assess the ability to develop conversations and discussions, including giving opinions. Candidates must initiate the conversation.
- An equal amount of time must be allocated to each of the two themes.

Conversation Part 1

- This part of the conversation opens with the first topic chosen by the candidate. The topic is drawn from any one of the five themes listed in the specification. The candidate may choose to focus on any aspect(s) of the chosen topic as each has a number of different features.
- This topic must be selected by the candidate no later than two weeks before the date of assessment.
- To enable them to make a confident start, allow the candidate to state their chosen aspect(s) from their nominated topic and to talk about this aspect/these aspects for up to one minute.
- The conversation must continue on the chosen topic and may extend to other topics within the same theme if necessary to ensure that candidates use the recommended time for this task most effectively.

Conversation Part 2

- For each candidate, there is a choice of two themes on the sequencing grid.
- Part 2 **must** cover a different theme to Part 1 and the teacher must use the sequencing grid to determine the theme.
- This part of the conversation task may focus on one or more topics from the selected theme if necessary to ensure that candidates use the recommended time for this task most effectively.
- Throughout the conversation in order to facilitate a genuine and spontaneous interaction, the nature of questions should enable candidates to:
 - answer questions freely, in turn allowing them to produce extended sequences of speech
 - develop conversations and discussions
 - give and justify own thoughts and opinions
 - refer to past, present and future events.

GCSE Greek Higher Tier

Please use the sequencing grid below in arranging and conducting speaking assessments.

For example:

Candidate 1 Higher tier

- Role play HR3
- Picture card HP7
- Conversation 1: (Student-selected) Theme 1
- Conversation 2: Theme 2 OR Theme 5

If Candidate 1 has selected Theme 2 for Task 3 – Conversation 1, refer to the next position in the grid – i.e. Candidate 2

Where consecutive candidates select the same theme for Task 3 – Conversation 1 (e.g. Theme 2) move onto the subsequent Theme 2 sequence for each candidate.

For example:

1st candidate:	Candidate 1 grid
2nd candidate:	Candidate 3 grid
3rd candidate:	Candidate 5 grid
4th candidate:	Candidate 6 grid
5th candidate:	Candidate 7 grid

The candidate selection of theme and topic for Conversation 1 is known in advance of the speaking assessment. Please arrange and conduct assessments as per the prescribed sequence, based upon the Conversation 1 theme.

If conducting more than 10 tests in a day, return to the beginning of the sequence after the 10th candidate.

If conducting tests on more than one day, start each new day at the beginning of the sequence.

Themes:

Theme 1 – Identity and Culture

Theme 2 – Local area, holiday and travel

Theme 3 – School

Theme 4 – Future aspirations, work and study

Theme 5 – International and global dimension

Sample sequencing grid

Candidate Order	Task 1		Task 2		Task 3	
	Pearson Allocated	Pearson Allocated	Pearson Allocated	Candidate Selection*	Teacher Selection	
Candidate 1	Role Play	Picture Based	Conversation 1	Conversation 2		
	HR3 (Theme 3)	HP7 (Theme 4)	Theme 1	Theme 2 OR Theme 5		
		HP9 (Theme 5)	Theme 2	Theme 1 OR Theme 4		
		HP1 (Theme 1)	Theme 4	Theme 2 OR Theme 5		
		HP3 (Theme 2)	Theme 5	Theme 1 OR Theme 4		
Candidate 2	HR6 (Theme 2)	HP5 (Theme 3)	Theme 1	Theme 4 OR Theme 5		
		HP1 (Theme 1)	Theme 3	Theme 4 OR Theme 5		
		HP10 (Theme 5)	Theme 4	Theme 1 OR Theme 3		
		HP7 (Theme 4)	Theme 5	Theme 1 OR Theme 3		
		HP8 (Theme 4)	Theme 2	Theme 3 OR Theme 5		
Candidate 3	HR9 (Theme 1)	HP9 (Theme 5)	Theme 3	Theme 2 OR Theme 4		
		HP6 (Theme 3)	Theme 4	Theme 2 OR Theme 5		
		HP3 (Theme 2)	Theme 5	Theme 3 OR Theme 4		
		HP8 (Theme 4)	Theme 1	Theme 3 OR Theme 5		
		HP2 (Theme 1)	Theme 3	Theme 4 OR Theme 5		
Candidate 4	HR4 (Theme 2)	HP9 (Theme 5)	Theme 4	Theme 1 OR Theme 3		
		HP5 (Theme 3)	Theme 5	Theme 1 OR Theme 4		
		HP10 (Theme 5)	Theme 2	Theme 3 OR Theme 4		
		HP7 (Theme 4)	Theme 3	Theme 2 OR Theme 5		
		HP4 (Theme 2)	Theme 4	Theme 3 OR Theme 5		
Candidate 5	HR1 (Theme 1)	HP5 (Theme 3)	Theme 5	Theme 1 OR Theme 4		
		HP10 (Theme 5)	Theme 2	Theme 3 OR Theme 4		
		HP7 (Theme 4)	Theme 3	Theme 2 OR Theme 5		
		HP4 (Theme 2)	Theme 4	Theme 3 OR Theme 5		
		HP5 (Theme 3)	Theme 5	Theme 2 OR Theme 4		

Candidate 6	HR8 (Theme 4)	HP9 (Theme 5)	Theme 1	Theme 2 OR Theme 3
		HP6 (Theme 3)	Theme 2	Theme 1 OR Theme 5
		HP3 (Theme 2)	Theme 3	Theme 1 OR Theme 5
		HP1 (Theme 1)	Theme 5	Theme 2 OR Theme 3
		HP8 (Theme 4)	Theme 2	Theme 3 OR Theme 5
Candidate 7	HR2 (Theme 1)	HP10 (Theme 5)	Theme 3	Theme 2 OR Theme 4
		HP5 (Theme 3)	Theme 4	Theme 2 OR Theme 5
		HP3 (Theme 2)	Theme 5	Theme 3 OR Theme 4
		HP4 (Theme 2)	Theme 1	Theme 4 OR Theme 5
		HP9 (Theme 5)	Theme 2	Theme 1 OR Theme 4
Candidate 8	HR7 (Theme 3)	HP2 (Theme 1)	Theme 4	Theme 2 OR Theme 5
		HP8 (Theme 4)	Theme 5	Theme 1 OR Theme 2
		HP5 (Theme 3)	Theme 1	Theme 2 OR Theme 5
		HP10 (Theme 5)	Theme 2	Theme 1 OR Theme 3
		HP4 (Theme 2)	Theme 3	Theme 1 OR Theme 5
Candidate 9	HR10 (Theme 4)	HP2 (Theme 1)	Theme 5	Theme 2 OR Theme 3
		HP7 (Theme 4)	Theme 1	Theme 3 OR Theme 5
		HP1 (Theme 1)	Theme 3	Theme 4 OR Theme 5
		HP9 (Theme 5)	Theme 4	Theme 1 OR Theme 3
		HP6 (Theme 3)	Theme 5	Theme 1 OR Theme 4
Candidate 10	HR5 (Theme 2)			
* Arrows show the order that tasks must take place but sequencing is driven by the topic that the student has selected, ie column 'Candidate Selection.'				

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR1

Topic: Cultural life

Instructions to candidates

You are at a leisure centre in Greece, speaking to a young person you have met there. The teacher will play the part of the young person and will speak first.

You must address the young person as *εσύ*.

You will talk to the teacher using the five prompts below.

- Where you see - ; - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Βρίσκεσαι στο αθλητικό κέντρο. Μιλάς με μία νέα.

1. Την εβδομάδα – πόσο συχνά
2. Αυτό το αθλητικό κέντρο – αιτία
- 3 !
- 4 ; Κάνω αθλητισμό - αιτία
- 5 ; Ποδόσφαιρο - γνώμη

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR1

Topic: Cultural life

Instructions to teacher

- Address the candidate as *εσύ*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Βρίσκεσαι στο αθλητικό κέντρο. Μιλάς με μία νέα.

1	<p><i>Πόσο συχνά την εβδομάδα έρχεσαι εδώ;</i></p> <p>Allow the candidate to say how often they come to the centre per week.</p>
2	<p><i>Γιατί σου αρέσει να έρχεσαι εδώ;</i></p> <p>Allow the candidate to say why they like to come to this leisure centre.</p>
3	<p><i>!</i></p> <p><i>Πες μου τι έκανες σήμερα το πρωί;</i></p> <p>Allow the candidate to say what they have done this morning.</p> <p><i>Α, ωραία.</i></p>
4	<p><i>;</i></p> <p>Allow the candidate to ask you why you take part in sport.</p> <p><i>Give an appropriate brief response</i></p>
5	<p><i>;</i></p> <p>Allow the candidate to ask your opinion of football.</p> <p><i>Give an appropriate brief response.</i></p>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR2

Topic: Daily life

Instructions to candidates

While in Greece you have a problem with your phone and go to a mobile phone shop. The teacher will play the part of the shop assistant and will speak first.

You must address the shop assistant as *εσείς*.

You will talk to the teacher using the five prompts below.

- Where you see - ; - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Βρίσκεστε σ' ένα κατάστημα κινητής τηλεφωνίας, για να ζητήσετε βοήθεια. Μιλάτε στον υπάλληλο.

1. Πρόβλημα με το κινητό τηλέφωνο - περιγραφή
2. !
3. Διαμονή – διάρκεια
4. ; Πιθανότητα επιδιόρθωσης
5. ; Επιδιόρθωση - κόστος

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must not read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing.
- The statements/questions may be repeated but no more than twice.

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STIMULUS HR2

Topic: Daily life

Instructions to teacher

- Address the candidate as *εσείς*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Βρίσκεστε σ' ένα κατάστημα κινητής τηλεφωνίας, για να ζητήσετε βοήθεια. Μιλάτε στον υπάλληλο.

1	Πώς μπορώ να σας βοηθήσω; Allow the candidate to describe the problem with their mobile phone.
2	! Τι κάνατε με το κινητό σας πρόσφατα; Allow the candidate to say what they have done with their mobile phone recently.
3	Κατάλαβα. Για πόσο καιρό θα μείνετε εδώ; Allow the candidate to say how long they are here for. Εντάξει.
4	; Allow the candidate to ask you if their mobile can be repaired. Θα προσπαθήσουμε.
5	; Allow the candidate to ask you the cost of the repair. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR3

Topic: What school is like

Instructions to candidates

You are at a school in Greece during an exchange visit, talking to your exchange partner about school. The teacher will play the role of the exchange partner and will speak first.

You must address your penfriend as *εσύ*.

You will talk to the teacher using the five prompts below.

- Where you see - ; - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Βρίσκεσαι σ' ένα σχολείο στην Ελλάδα. Μιλάς με μία Ελληνίδα μαθήτριά από το πρόγραμμα ανταλλαγής.

1. Στολή - περιγραφή
2. Μία εξωσχολική δραστηριότητά σου – αιτία
3. !
4. ; Πειθαρχία εδώ - γνώμη
5. ; Σχολική εργασία για το σπίτι - σημασία

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR3

Topic: What school is like

Instructions to teacher

- **Address the candidate as *εσύ*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Βρίσκεσαι σ' ένα σχολείο στην Ελλάδα. Μιλάς με μία Ελληνίδα μαθήτρια από το πρόγραμμα ανταλλαγής.

1	<i>Μπορείς να μου περιγράψεις τη στολή του σχολείου σου;</i> Allow the candidate to talk about their school uniform.
2	<i>Ποια εξωσχολική δραστηριότητα προτιμάς και γιατί;</i> Allow the candidate to say what activity they prefer and why.
3	<i>!</i> <i>Τι είδους εκδρομές πήγατε με το σχολείο σου;</i> Allow the candidate to talk about what kind of trip they have been on with their school. <i>Πολύ καλά.</i>
4	<i>;</i> Allow the candidate to ask you for your opinion of the discipline in your school. <i>Give an appropriate brief response.</i>
5	<i>;</i> Allow the candidate to ask you about the importance of homework. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to candidates

You are at a sports centre in Greece looking for information. The teacher will play the role of the receptionist and will speak first.

You must address the receptionist as *εσείς*.

You will talk to the teacher using the five prompts below.

- Where you see - ; - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Βρίσκεστε σ' ένα αθλητικό κέντρο στην Ελλάδα και θέλετε μερικές πληροφορίες. Μιλάτε με τον υπάλληλο στη ρεσεψιόν.

1. Μέλος – πληροφορίες
2. Μέλος εδώ – αιτία
3. !
4. ; Ώρες λειτουργίας
5. ; Τιμή – μαθητές

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR4

Topic: Travel and tourist transactions

Instructions to teacher

- Address the candidate as *εσείς*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

**Βρίσκεστε σ' ένα αθλητικό κέντρο στην Ελλάδα και θέλετε μερικές πληροφορίες.
Μιλάτε με τον υπάλληλο στη ρεσεψιόν.**

1	Πώς μπορώ να σας βοηθήσω; Allow the candidate to say they want information on membership.
2	Εντάξει. Γιατί θέλετε να γίνετε μέλος σ' αυτό το αθλητικό κέντρο; Allow the candidate to say why they want to become a member there.
3	! Τι έχετε κάνει μέχρι τώρα για να διατηρήσετε σε φόρμα; Allow the candidate to say which fitness activities they have done so far. Μάλιστα!
4	; Allow the candidate to ask you what the opening hours are. <i>Give an appropriate brief response.</i>
5	; Allow the candidate to ask you what the price for students is. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR5

Topic: Travel and tourist transactions

Instructions to candidates

You are at a hotel in Greece and would like to book a room for the night. The teacher will play the role of the receptionist and will speak first.

You must address the receptionist as *εσείς*.

You will talk to the teacher using the five prompts below.

- Where you see - ; - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Βρίσκεστε σ' ένα ξενοδοχείο στην Ελλάδα. Θα θέλατε να μείνετε εκεί το βράδυ.

1. Δωμάτιο – τι είδους
2. Περιοχή – γνώμη
3. !
4. ; Πρωινό – ώρα
5. ; Εστιατόριο – ποιο

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS HR5

Topic: Travel and tourist transactions

Instructions to teacher

- Address the candidate as *εσείς*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Βρίσκεστε σ' ένα ξενοδοχείο στην Ελλάδα. Θα θέλατε να μείνετε εκεί το βράδυ.

1	<i>Πώς μπορώ να σας βοηθήσω;</i> Allow the candidate to say what sort of room they would like.
2	<i>Βεβαίως. Πώς σας φαίνεται η περιοχή;</i> Allow the candidate to give their opinion of the area.
3	<i>!</i> <i>Τι έχετε κάνει μέχρι τώρα στην Ελλάδα;</i> Allow the candidate to say what they have been doing in Greece. <i>Κατάλαβα!</i>
4	<i>;</i> Allow the candidate to ask you what time breakfast is. <i>Give an appropriate brief response.</i>
5	<i>;</i> Allow the candidate to ask you for a restaurant recommendation. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR6

Topic: Travel and tourist transactions

Instructions to candidates

You are a guest in a hotel in Cyprus and you report something broken in your room. Your teacher will play the role of the hotel manager and will speak first.

You must address the hotel manager as *εσείς*.

You will talk to the teacher using the five prompts below.

- Where you see - ; - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Είστε πελάτης σ' ένα ξενοδοχείο στην Κύπρο. Κάτι έχει χαλάσει στο δωμάτιό σας. Μιλάτε με τη διευθύντρια του ξενοδοχείου.

1. Πρόβλημα – Περιγραφή
2. Επισκευή – πότε ακριβώς
3. !
4. ; Επισκευή – πόσο χρόνο
5. ; Δωμάτιο – έκπτωση

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS HR6

Topic: Travel and tourist transactions

Instructions to teacher

- Address the candidate as *εσείς*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Είστε πελάτης σ' ένα ξενοδοχείο στην Κύπρο. Κάτι έχει χαλάσει στο δωμάτιό σας. Μιλάτε με τη διευθύντρια του ξενοδοχείου.

1	Πώς μπορώ να σας βοηθήσω; Allow the candidate to say what the problem is (with their room).
2	Συγγνώμη. Πότε ακριβώς να έρθουμε για να το φτιάξουμε; Allow the candidate to say what time the repair can be carried out.
3	! Ναι, αυτό μπορεί να γίνει. Τι έχετε κάνει στην Κύπρο μέχρι τώρα; Allow the candidate to say what they have done so far in Cyprus. Ωραία.
4	; Allow the candidate to ask how long the repair will take. <i>Give an appropriate brief response.</i>
5	; Allow the candidate to ask you if they can have a discount on their room. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR7

Topic: School activities

Instructions to candidates

You are talking to a young Greek person during a school trip to Greece. The teacher will play the role of the young Greek person and will speak first.

You must address the young Greek as *εσύ*.

You will talk to the teacher using the five prompts below.

- Where you see - ; - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Μιλάς μ' έναν Έλληνα κατά τη διάρκεια μιας σχολικής εκδρομής στην Ελλάδα.

1. Επίσκεψη στην Ελλάδα – πόσο συχνά
2. Επίσκεψη– γνώμη
3. !
4. ; Ταξίδι στην Αγγλία – πότε
5. ; Στοιχεία επικοινωνίας

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS HR7

Topic: School activities

Instructions to teacher

- **Address the candidate as *εσύ*.**
- **The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.**

Begin the role play with the following introduction.

Μιλάς μ' έναν Έλληνα κατά τη διάρκεια μιας σχολικής εκδρομής στην Ελλάδα.

1	<i>Πόσο συχνά έρχεσαι στην Ελλάδα;</i> Allow the candidate to say how often they come to Greece.
2	<i>Πώς σου φαίνεται αυτό το ταξίδι;</i> Allow the candidate to say what they think of the trip.
3	<i>!</i> <i>Τι έκανες στην Ελλάδα μέχρι τώρα;</i> Allow the candidate to say what they have done in Greece. <i>Ωραία.</i>
4	<i>;</i> Allow the candidate to ask you when you are going on a trip to England. <i>Give an appropriate brief response.</i>
5	<i>;</i> Allow the candidate to ask you for your contact details. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR8

Topic: Ambitions

Instructions to candidates

You are on holiday in Greece and want to become a volunteer at an organisation which clears beaches. You speak to the organiser. The teacher will play the role of the organiser and will speak first.

You must address the organiser as *εσείς*.

You will talk to the teacher using the five prompts below.

- Where you see - ; - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Βρίσκεστε στην Ελλάδα για διακοπές και θέλετε να γίνετε εθελοντής σε μία οργάνωση που καθαρίζει τις παραλίες. Μιλάτε στην υπεύθυνη.

1. Εθελοντής – αιτία
2. Δουλειά με άλλους – γνώμη
3. !
4. ; Εθελοντές – ηλικία
5. ; Αρχή δουλειάς – πληροφορίες

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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Pearson

STIMULUS HR8

Topic: Ambitions

Instructions to teacher

- Address the candidate as *εσείς*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Βρίσκεστε στην Ελλάδα για διακοπές και θέλετε να γίνετε εθελοντής σε μία οργάνωση που καθαρίζει τις παραλίες. Μιλάτε στην υπεύθυνη.

1	Γιατί θέλετε να γίνετε εθελοντής; Allow the candidate to say why they want to become a volunteer.
2	Τι γνώμη έχετε για την ομαδική εργασία; Allow the candidate to say what they think about teamwork.
3	! Τι εθελοντική εργασία έχετε κάνει μέχρι τώρα; Allow the candidate to state what type of voluntary work they have done. Πολύ καλά.
4	; Allow the candidate to ask how old the volunteers are. <i>Give an appropriate brief response.</i>
5	; Allow the candidate to ask you when they can start. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR9

Topic: Cultural life

Instructions to candidates:

You are at the cinema with your Greek friend. Your teacher will play the part of your friend and will speak first.

You must address your friend as *εσύ*.

You will talk to the teacher using the five prompts below.

- where you see - ; - you must ask a question
- where you see - ! - you must respond to something you have not prepared

Task

Βρίσκεσαι στον κινηματογράφο και μιλάς με έναν Έλληνα φίλο σου.

1. Κινηματογράφος – πόσο συχνά
2. Κωμωδίες – γνώμη
3. !
4. ; Εισιτήρια – τιμή
5. ; Σχέδια – μετά την ταινία

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2H

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR9

Topic: Cultural life

Instructions to teacher:

- Address the candidate as *εσύ*.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction:

Βρίσκεσαι στον κινηματογράφο και μιλάς με έναν Έλληνα φίλο σου.

1	<p><i>Πόσο συχνά πηγαίνεις στον κινηματογράφο;</i></p> <p>Allow the candidate to say how often they go to the cinema.</p>
2	<p><i>Ποια είναι η γνώμη σου για τις κωμωδίες;</i></p> <p>Allow the candidate to give their opinion of comedies.</p>
3	<p><i>!</i></p> <p><i>Πες μου για την τελευταία φορά που πήγες στον κινηματογράφο.</i></p> <p>Allow the candidate to tell you about their last cinema visit.</p> <p><i>Ενδιαφέρον!</i></p>
4	<p><i>?</i></p> <p>Allow the candidate to ask you the price of the cinema tickets.</p> <p><i>Give an appropriate brief response.</i></p>
5	<p><i>?</i></p> <p>Allow the candidate to ask you about plans for after the cinema.</p> <p><i>Give an appropriate brief response.</i></p>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the role play **and** the picture-based task.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are **not** allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the role play **and** the picture-based task.
- You must hand in your notes **before** completing the final task (conversation).
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HR10

Topic: Work

Instructions to candidates

You want to work in a hotel in Greece. You are speaking on the telephone with the manager about a job. The teacher will play the role of the hotel manager and will speak first.

You must address the hotel manager as *εσείς*.

You will talk to the teacher using the five prompts below.

- Where you see - ; - you must ask a question.
- Where you see - ! - you must respond to something you have not prepared.

Task

Θέλετε να δουλέψετε σ' ένα ξενοδοχείο στην Ελλάδα. Μιλάτε με τη διευθύντρια στο τηλέφωνο.

1. Είδος δουλειάς που ψάχνετε
2. Δουλειά στο ξενοδοχείο – αιτία
3. !
4. ; Δουλειά – μισθός
5. ; Διαμονή

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 1: Role play

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should open the role play with the introduction provided.
- The role play is recommended to last between two to two-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.

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STIMULUS HR10

Topic: Work

Instructions to teacher

- Address the candidate as **εσείς**.
- The target language phrases below must be asked verbatim. There must be no supplementary questions and no rephrasing of questions but questions may be repeated.

Begin the role play with the following introduction.

Θέλετε να δουλέψετε σ' ένα ξενοδοχείο στην Ελλάδα. Μιλάτε με τη διευθύντρια στο τηλέφωνο.

1	Πώς μπορώ να σας βοηθήσω; Allow the candidate to say what job they are interested in.
2	Γιατί θέλετε να δουλέψετε εδώ; Allow the candidate to say why they want to work in the hotel.
3	! Πέστε μου, τι είδους δουλειά έχετε κάνει στο παρελθόν; Allow the candidate to describe the work they have done previously. Σας ευχαριστώ.
4	; Allow the candidate to ask you how much the job pays. <i>Give an appropriate brief response.</i>
5	; Allow the candidate to ask you about accommodation. <i>Give an appropriate brief response.</i>

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task and the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP1

Topic: Who am I?



(Source: © Steve Bentley / Alamy Stock Photo)

Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

- περιγραφή της εικόνας
- τη γνώμη σου για τους καλούς φίλους
- κάτι που έκανες πρόσφατα με τους φίλους σου
- κάτι που σχεδιάζεις να κάνεις στο μέλλον με τους φίλους σου
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to do this prompts have been provided for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP1

Topic: Who am I?



(Source: © Steve Bentley / Alamy Stock Photo)

1. Περιγράψε τη φωτογραφία.

[Τίποτ' άλλο;]

2. Νομίζω ότι το να έχεις καλούς φίλους είναι σημαντικό. Εσύ, τι νομίζεις;

[Γιατί (όχι);/Τίποτ' άλλο;]

3. Τι έκανες πρόσφατα με τους φίλους σου; Πες μου για αυτό.

[Τίποτ' άλλο;]

4. Τι σχεδιάζεις να κάνεις στο μέλλον με τους φίλους σου;

[Γιατί;/Τίποτ' άλλο;]

5. Ποιον άνθρωπο θαυμάζεις;

[Γιατί;/Τίποτ' άλλο;]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task and the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP2

Topic: Cultural life



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Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

- περιγραφή της εικόνας
- τη σημασία των γιορτών
- μια γιορτή που έχεις πάει
- σχέδια για μια γιορτή στο μέλλον
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to do this prompts have been provided for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP2

Topic: Cultural life



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1. Περιγράψε τη φωτογραφία.
[Τίποτ' άλλο;]
2. Νομίζω ότι οι γιορτές είναι σημαντικές. Εσύ τι νομίζεις;
[Γιατί (όχι)/Τίποτ' άλλο]
3. Τι έκανες την τελευταία φορά, όταν πήγες σε μια γιορτή;
[Τίποτ' άλλο;]
4. Μίλησέ μου για μια γιορτή, στην οποία σκοπεύεις να πας στο μέλλον.
[Γιατί;/Τίποτ' άλλο;]
5. Πόσο σημαντική είναι η μουσική στα πάρτι;
[Γιατί;/Τίποτ' άλλο;]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task and the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

Turn over ►

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STIMULUS HP3

Topic: Holidays



(Source: © Stefan Sollfors / Alamy Stock Photo)

Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

- περιγραφή της φωτογραφίας
- τη γνώμη σου: διακοπές στη θάλασσα ή στο βουνό
- κάτι ενδιαφέρον που έκανες στις διακοπές
- πού θέλεις να πας διακοπές του χρόνου
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to do this prompts have been provided for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP3

Topic: Holidays



(Source: © Stefan Sollfors / Alamy Stock Photo)

1. Περιγράψε τη φωτογραφία.
[Τίποτ' άλλο;]
2. Εγώ προτιμώ τις διακοπές στο βουνό. Εσύ τι προτιμάς, διακοπές στη θάλασσα ή στο βουνό;
[Γιατί όχι; Τίποτ' άλλο;]
3. Έχεις κάνει κάτι ενδιαφέρον στις διακοπές σου; Πες μου για αυτό.
[Τίποτ' άλλο;]
4. Πού θα πας διακοπές του χρόνου;
[Γιατί; Τίποτ' άλλο;]
5. Προτιμάς να πηγαίνεις διακοπές με τους φίλους σου ή με την οικογένειά σου;
[Γιατί; Τίποτ' άλλο;]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task and the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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Pearson

STIMULUS HP4

Topic: Town, region and country



(Source: © Doug Pearson/Getty Images)

Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

- περιγραφή της εικόνας
- τη γνώμη σου για την επίσκεψη σε μνημεία
- ένα μέρος στην περιοχή σου που επισκέφτηκες πρόσφατα
- πού θέλεις να ζήσεις στο μέλλον
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to do this prompts have been provided for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP4

Topic: Town, region and country



(Source: © Doug Pearson/Getty Images)

Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

1. Περίγραψε τη φωτογραφία.

[Τίποτ' άλλο;]

2. Μου αρέσει να επισκέπτομαι μνημεία. Εσένα;

[Γιατί όχι; Τίποτ' άλλο;]

3. Πες μου για ένα μέρος στην περιοχή σου που επισκέφτηκες πρόσφατα.

[Τίποτ' άλλο;]

4. Πού θα ήθελες να ζήσεις στο μέλλον;

[Γιατί; Τίποτ' άλλο;]

5. Προτιμάς να επισκέπτεσαι πόλεις ή την εξοχή;

[Γιατί; Τίποτ' άλλο;]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task and the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP5

Topic: School activities



(Source: © GreekStock/Alamy Stock Photo)

Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

περιγραφή της φωτογραφίας

- τη γνώμη σου για τις πολιτιστικές δραστηριότητες στο σχολείο
- την καλύτερη σχολική εκδρομή που έχεις πάει
- πολιτιστικές δραστηριότητες που θα κάνετε του χρόνου στο σχολείο
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to do this prompts have been provided for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP5

Topic: School activities



(Source: © GreekStock/Alamy Stock Photo)

1. Περιγράψε τη φωτογραφία.
[Τίποτ' άλλο;]
2. Μου αρέσουν πολύ οι πολιτιστικές δραστηριότητες στο σχολείο. Εσένα σου αρέσουν;
[Γιατί (όχι);/Τίποτ' άλλο;]
3. Πες μου για την καλύτερη σχολική εκδρομή που έχεις πάει.
[Τίποτ' άλλο;]
4. Ποιες πολιτιστικές δραστηριότητες θα κάνετε στο σχολείο του χρόνου;
[Γιατί;/Τίποτ' άλλο;]
5. Τι γνώμη έχεις για τις σχολικές εκδρομές;
[Γιατί (όχι);/Τίποτ' άλλο;]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task and the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP6

Topic: What school is like



(Source: © Stefanie Grewel/Getty Images)

Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

- περιγραφή της φωτογραφίας
- τη γνώμη σου για την υπερβολική χρήση των υπολογιστών στο σχολείο
- χρήση του διαδικτύου την προηγούμενη εβδομάδα
- τα σχέδιά σου για του χρόνου στο σχολείο
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to do this prompts have been provided for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP6

Topic: What school is like



(Source: © Stefanie Grewel/Getty Images)

1. Περίγραψε τη φωτογραφία.
[Τίποτ' άλλο;]
2. Νομίζω ότι οι μαθητές χρησιμοποιούν τους υπολογιστές στο σχολείο σε υπερβολικό βαθμό. Εσύ τι νομίζεις;
[Γιατί (όχι); Τίποτ' άλλο;]
3. Τι έκανες στο διαδίκτυο την προηγούμενη εβδομάδα;
[Τίποτ' άλλο;]
4. Τι θα κάνεις στο σχολείο του χρόνου;
[Γιατί; Τίποτ' άλλο;]
5. Τι σου αρέσει περισσότερο στο σχολείο σου;
[Γιατί; Τίποτ' άλλο;]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2H

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task and the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP7

Topic: Work



(Source: © Alex Segre/Alamy Stock Photo)

Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

- περιγραφή της φωτογραφίας
- τη γνώμη σου για το πώς είναι να δουλεύεις με πελάτες
- μια δουλειά που είχες κάνει στο παρελθόν
- τι θέλεις να σου προσφέρει η δουλειά που θα κάνεις στο μέλλον
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to do this prompts have been provided for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP7

Topic: Work



(Source: © Alex Segre/Alamy Stock Photo)

1. Περιγράψε τη φωτογραφία.
[Τίποτ' άλλο;]
2. Νομίζω ότι το να δουλεύεις με πελάτες είναι ενδιαφέρον. Εσύ τι νομίζεις;
[Γιατί (όχι);/Τίποτ' άλλο;]
3. Έχεις ποτέ εργαστεί; Πες μου για αυτήν τη δουλειά.
[Τίποτ' άλλο;]
4. Τι θα ήθελες να σου προσφέρει η δουλειά σου στο μέλλον;
[Γιατί;/Τίποτ' άλλο;]
5. Ποια είναι τα χαρακτηριστικά ενός καλού υπαλλήλου;
[Γιατί;/Τίποτ' άλλο;]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task and the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP8

Topic: Work



(Source: © PHOTOINKE/Alamy Stock Photo)

Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

- περιγραφή της φωτογραφίας
- τη σημασία του να είσαι καλά ντυμένος σε μία συνέντευξη
- την πιο δύσκολη δουλειά που έχεις κάνει (στο σχολείο, στο σπίτι ή σε ένα χώρο εργασίας)
- το επάγγελμα που δε θα ήθελες να κάνεις στο μέλλον
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to do this prompts have been provided for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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Pearson

STIMULUS HP8

Topic: Work



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1. Περιγράψε τη φωτογραφία.
[Τίποτ' άλλο;]
2. Νομίζω ότι είναι σημαντικό να είσαι ντυμένος καλά για μια συνέντευξη. Εσύ τι νομίζεις;
[Γιατί (όχι);/Τίποτ' άλλο;]
3. Πες μου για την πιο δύσκολη δουλειά που έχεις κάνει στο σχολείο, στο σπίτι ή σε ένα χώρο εργασίας.
[Τίποτ' άλλο;]
4. Ποιο επάγγελμα δε θέλεις να κάνεις στο μέλλον;
[Γιατί;/Τίποτ' άλλο;]
5. Νομίζεις ότι είναι σημαντικό να δουλεύουν τα παιδιά της ηλικίας σου στον ελεύθερο τους χρόνο;
[Γιατί (όχι);/Τίποτ' άλλο;]

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task and the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP9

Topic: Environmental issues



(Source: © AegeanPhoto/Alamy Stock Photo)

Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

- περιγραφή της φωτογραφίας
- την άποψή σου για τη σημασία της ανακύκλωσης
- κάτι θετικό που έκανες για το περιβάλλον
- πώς θα βοηθήσεις το περιβάλλον στο μέλλον
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

Paper Reference

1GK0/2H

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to do this prompts have been provided for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

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STIMULUS HP9

Topic: Environmental issues



(Source: © AegeanPhoto/Alamy Stock Photo)

1. Περιγράψε τη φωτογραφία.
[Τίποτ' άλλο;]
2. Νομίζω ότι είναι σημαντικό να ανακυκλώνουμε. Εσύ, τι γνώμη έχεις;
[Γιατί όχι;/Τίποτ' άλλο;]
3. Πότε έκανες κάτι θετικό για το περιβάλλον; Πες μου για αυτό.
[Τίποτ' άλλο;]
4. Πώς θα βοηθήσεις το περιβάλλον στο μέλλον;
[Γιατί/Τίποτ' άλλο;]
5. Προτιμάς να ταξιδεύεις με λεωφορείο ή με αυτοκίνητο;

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the candidate

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- The examination is made up of **three** tasks: one role play, one picture-based task and a conversation.
- You have **12 minutes** in total to prepare for the picture-based task and the role play.
- Do **not** make notes on this stimulus card.
- Dictionaries and other resources are not allowed at any time.
- You are permitted to make notes of up to a maximum of one side of A4 paper for **both** the picture-based task **and** the role play.
- You must hand in your notes **before** completing Task 3 (conversation).
- Respond to each question as fully as possible.
- You can ask for questions to be repeated.
- You must **not** read out whole, prepared sentences in answer to questions.

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STIMULUS HP10

Topic: Bringing the world together



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Κοίταξε τη φωτογραφία και να είσαι έτοιμος/η να μιλήσεις για τα ακόλουθα:

- περιγραφή της φωτογραφίας
- αν ο αθλητισμός κάνει καλό στην υγεία
- μια αθλητική εκδήλωση στην οποία πήρες μέρος
- μία αθλητική εκδήλωση που θα παρακολουθήσεις του χρόνου
- !

Pearson Edexcel Level 1/Level 2 GCSE (9–1)

Greek

Paper 2: Speaking in Greek

Task 2: Picture-based task

Instructions to the teacher

Higher tier

Sample assessment material for first teaching
September 2017

Paper Reference

1GK0/2H

**Time: 22 to 24 minutes (total), which includes
12 minutes' preparation time**

You do not need any other materials.

Instructions

- You should begin the picture-based task by asking the candidate the compulsory questions listed overleaf.
- You should ask the questions in the order given.
- The picture-based task is recommended to last between three-to three-and-a-half minutes.
- The set questions and comments must be asked as they are presented.
- Candidates must **not** read out whole, prepared sentences in answer to questions.
- There must be no supplementary questions and no rephrasing. The statements/questions may be repeated but no more than twice.
- The candidate must be allowed to develop their responses as well as they are able. In order to enable each candidate to do this prompts have been provided for each question. Only these **exact** prompts may be used. There must be no other supplementary questions.

Turn over ►

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STIMULUS HP10

Topic: Bringing the world together



(Source: © Newzulu/Alamy Stock Photo)

1. Περιγράψε τη φωτογραφία.
[Τίποτ' άλλο;]
2. Είναι γνωστό ότι ο αθλητισμός μας βοηθά να είμαστε υγιείς. Ποια είναι η γνώμη σου;
[Γιατί (όχι);/Τίποτ' άλλο;]
3. Πες μου για μια αθλητική εκδήλωση στην οποία συμμετείχες.
[Τίποτ' άλλο;]
4. Πες μου για μια αθλητική εκδήλωση που θα παρακολουθήσεις του χρόνου.
[Γιατί;/Τίποτ' άλλο;]
5. Προτιμάς να κάνεις αθλητισμό ή να είσαι θεατής;
[Γιατί (όχι);/Τίποτ' άλλο;]

GCSE Greek Higher tier

Paper 2 mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- First of all you should consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band. You should then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Higher tier – Part 1

Role play – Higher tier (10 marks)

For this task, students' work is marked by Pearson using the following assessment criteria. The mark grid is applied once to **each individual response to the prompts**. There is a maximum of 2 marks for each of the five prompts on the role-play cards.

Mark	Descriptor
0	No rewardable communication; highly ambiguous OR pronunciation prevents communication.
1	Partially clear/ambiguous OR partially appropriate within the context of the role play; pronunciation may affect clarity of communication.
2	Clearly communicated; appropriate within the context of the role play; unambiguous; pronunciation supports clear communication.

Additional guidance on the mark scheme

Appropriate: relevant response related to the prompt, uses appropriate register for the scenario.

Informal register: includes language that students would use with friends and people of a similar age, such as endearments and informal greetings and forms of address where appropriate. Informal register also requires the use of the informal structures when using, for example, verbs and possessive adjectives.

Formal register: includes language that students would use with adults in a formal context, for example teachers, employers, customers, officials. Formal register includes avoidance of slang, over-familiar language, exaggeration and endearments. It also includes formal greetings and forms of address where appropriate. Formal register requires formal structures when using, for example, verbs, personal pronouns and possessive adjectives.

Partially clear/pronunciation may affect clarity of communication: makes speech difficult to understand immediately (even if the meaning is eventually understood)/forces the listener to strain to understand what is meant.

Guidance on application of role-play mark grid

To exemplify application of the marking criteria, Higher role play 10 (HR10) has been selected to demonstrate a possible range of performances. This guidance should be viewed in conjunction with the Student and Teacher Cards and the assessment criteria.

Higher card 10 (HR10)

Θέλετε να δουλέψετε σ' ένα ξενοδοχείο στην Ελλάδα. Μιλάτε με τη διευθύντρια στο τηλέφωνο.

Prompt 1: Είδος δουλειάς που ψάχνετε

Question 1: Πώς μπορώ να σας βοηθήσω;

Mark	Descriptor	
0	Δουλειά ψάχνεις.	Βοηθήσεις εγώ.
	No rewardable communication. No detail of the type of job is given.	No rewardable communication. The response does not answer the question.
1	Έχετε δουλειά στη ρεσεψιόν.	Να δουλεύω η εστιατόριο.
	Communication is partially clear; The anglicised pronunciation of the word 'ρεσεψιόν' affects clarity.	Communication is ambiguous, due to the lack of preposition in front of the word 'εστιατόριο' (instead of 'στο εστιατόριο') which creates confusion. However, the response is sufficiently related to the question to have some meaning in the context of the role play.
2	Θα ήθελα να δουλέψω στη ρεσεψιόν, παρακαλώ.	Ψάχνω δουλειά στη ρεσεψιόν.
	Clearly communicated.	Clearly communicated.

Prompt 2: Δουλειά στο ξενοδοχείο – αιτία

Question 2: Γιατί θέλετε να δουλέψετε εδώ;

Mark	Descriptor	
0	Γιατί θέλετε να δουλέψετε.	Ναι, καλά είναι.
	No rewardable communication. The candidate has simply repeated the question.	No rewardable communication, does not give a meaningful response.
1	Να μένω Ελλάδα.	Λεφτά.
	Ambiguous; due to the absence of a clear verb formation. It is not clear whether the candidate wants to work at the hotel because they want to live in Greece or whether they state that they live in Greece at the moment. However, there is sufficient information to award one mark within the context.	Ambiguous; the lack of verb makes it unclear exactly what the candidate means but the use of the word 'money' gives it some meaning in the context of the role play.
2	Θέλω δουλέψω να βγάλω λεφτά.	Για να μάθω Ελληνικά.
	Unambiguous, despite the incomplete infinitive structure ('δουλέψω' instead of 'να δουλέψω') and the omission of 'για' before 'να βγάλω'.	Clearly communicated

Prompt 3: !**Question 3: Πέστε μου, τι είδους δουλειάς έχετε κάνει στο παρελθόν;**

Mark	Descriptor	
0	Εγώ δουλεύει πολύ.	Μου αρέσει η δουλειά.
	Highly ambiguous. The candidate attempts to respond but the use of the 3rd person renders it meaningless.	No rewardable communication. The answer is unrelated to the prompt.
1	Καλοκαίρι δουλεύω με θείο μου.	Εστιατόριο.
	Communication is only partially clear due to the use of present tense instead of past.	Ambiguous due to lack of verb and subject. The use of the word, 'restaurant,' however gives the statement some meaning in the context of the question.
2	Δούλεψα ξενοδοχείο Αγγλία.	Έχω δουλέψει στο μαγαζί του θείου μου.
	Clearly communicated despite the absence of the prepositions 'στο' and 'στην' in front of 'ξενοδοχείο' and 'Αγγλία' respectively.	Clearly communicated.

Prompt 4: ; Δουλειά – μισθός

Mark	Descriptor	
0	Πόσο κάνει;	Δουλειά είναι μισθός;
	No rewardable communication. This is an irrelevant utterance.	No rewardable communication. The response conveys no meaningful message.
1	Για δουλειά πέστε μισθό.	Πόσα πληρώνεις;
	Communication is only partially clear due to the absence of a question word and the clumsy word order.	Communication is partially appropriate due to inappropriate register for the context.
2	Πόσα πληρώνετε;	Πόσα χρήματα το ώρα;
	Clearly communicated.	Clearly communicated despite the gender error ('το ώρα' instead of 'την ώρα').

Prompt 5: ; Διαμονή accommodation

Mark	Descriptor	
0	Δρομάκιο.	Δέκα μέρες.
	No rewardable communication; pronunciation prevents communication. Correct word 'δωμάτιο' ('room').	No rewardable communication. Candidate has not asked an appropriate question and the content is irrelevant to the task.
1	Εγώ μείνω πού;	Παρακαλώ, μένω εδώ.
	Communication is ambiguous due to wrong use of tense and clumsy word order. However, it gives some meaning in the context of the role play.	Communication is ambiguous because of clumsy word order and lack of interrogative intonation.
2	Μπορώ να μένω στη ξενοδοχείο;	Προσφέρετε διαμονή;
	Clearly communicated despite minor gender error ('στη' instead of 'στο').	Unambiguous.

Assessment criteria for the Higher tier – Part 2

Picture-based task – Higher tier (24 marks)

There are two mark grids to be applied to this task:

- communication and content
- linguistic knowledge and accuracy.

Picture-based task: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material.
1–4	<ul style="list-style-type: none">• Responds to set questions with some development, some hesitation and some prompting necessary.• Some effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions with occasional, brief justification.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
5–8	<ul style="list-style-type: none">• Responds to set questions with frequently developed responses, occasional hesitation, occasional prompting necessary.• Frequently effective adaptation of language to describe, narrate and inform in response to the set questions.• Expresses opinions and gives justification with some development.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.
9–12	<ul style="list-style-type: none">• Responds to set questions with mostly developed and fluent responses, minimal hesitation and minimal prompting necessary.• Predominantly effective adaptation of language to describe, narrate and inform, in response to the set questions.• Expresses opinions effectively and gives justification which is mostly developed.• Pronunciation and intonation are intelligible and predominantly accurate.
13–16	<ul style="list-style-type: none">• Responds to the set questions with consistently fluent and developed responses.• Consistently effective adaptation of language to describe, narrate and inform, in response to the set questions.• Expresses opinions with ease and gives fully-developed justification.• Pronunciation and intonation are consistently accurate and intelligible.

Additional guidance

Adaptation of language to describe, narrate and inform: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to inform but less effectively to narrate.

Picture-based task: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none">• Some accurate grammatical structures, including some successful references to past, present and future events in response to the set questions, some ambiguity.• Responses are partially coherent, errors occur that sometimes hinder clarity of communication and occasionally prevent meaning being conveyed.
3–4	<ul style="list-style-type: none">• Generally accurate grammatical structures, generally successful references to past, present and future events in response to the set questions, occasional ambiguity.• Responses are generally coherent although errors occur that occasionally hinder clarity of communication.
5–6	<ul style="list-style-type: none">• Predominantly accurate grammatical structures, mostly successful references to past, present and future events in response to the set questions.• Responses are predominantly coherent, errors occur but they rarely hinder clarity of communication.
7–8	<ul style="list-style-type: none">• Consistently accurate grammatical structures, successful references to past, present and future events in response to the set questions.• Responses are coherent, any errors do not hinder the clarity of the communication.

Additional guidance

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect the case)
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inaccurate tense formation, inaccurate application of the conventions of case, mismatch of subject and the possessive adjectives
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Assessment criteria for the Higher tier – Part 3

Conversation – Higher tier (36 marks)

There are three mark grids to be applied to this task, they are:

- communication and content
- interaction and spontaneity
- linguistic knowledge and accuracy.

Conversation: communication and content – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with occasionally extended sequences of speech.• Uses language to produce straightforward ideas, thoughts and opinions with occasional justification.• Uses a limited variety of mainly straightforward vocabulary, communication for some purposes is constrained because of restricted range of vocabulary.• Pronunciation and intonation are intelligible, occasionally inaccuracies affect clarity of communication.
4–6	<ul style="list-style-type: none">• Communicates information relevant to the topics and questions, with some extended sequences of speech.• Occasionally uses language creatively to express some individual thoughts, ideas and opinions, some of which are justified.• Occasional variety in use of vocabulary, including some examples of uncommon language with some variation of expression, fulfils most purposes.• Pronunciation and intonation are intelligible, inaccuracies are minimal and have no impact on clarity of communication.
7–9	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, usually with extended sequences of speech.• Frequently uses language creatively to express and justify a variety of individual thoughts, ideas and opinions.• Uses a variety of vocabulary, including frequent use of uncommon language, to regularly vary expression for different purposes.• Pronunciation and intonation are intelligible and predominantly accurate.
10–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the topics and questions, consistently extended sequences of speech.• Consistently uses language creatively to express and justify a wide variety of individual thoughts, ideas and opinions.• Consistently uses a wide variety of vocabulary, including uncommon language, to consistently vary expression for different purposes.• Pronunciation and intonation are consistently accurate and intelligible.

Additional guidance

Uses language creatively: examples of creative language use are:

- using language to create an effect
- manipulating language, including familiar, high frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Straightforward ideas, thoughts and opinions are those that give the minimum/standard/predictable response.

Conversation: interaction and spontaneity – Higher tier

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none">Occasionally able to respond spontaneously with some examples of natural interaction although often stilted.Occasionally able to initiate and develop responses independently but regular prompting needed.Occasionally able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; frequent hesitation.
4–6	<ul style="list-style-type: none">Responds spontaneously to some questions, interacting naturally for parts of the conversation.Sometimes able to initiate and develop the conversation independently, some prompting needed.Sometimes able to sustain communication, using rephrasing/repair strategies if necessary to continue the flow; some hesitation.
7–9	<ul style="list-style-type: none">Responds to most questions spontaneously, resulting in mostly natural interaction.Mostly able to initiate and develop the conversation independently.Able to sustain communication throughout most of the conversation, using rephrasing/repair strategies if necessary to continue the flow, occasional hesitation.
10–12	<ul style="list-style-type: none">Responds spontaneously and with ease to questions, resulting in natural interaction.Consistently able to initiate and develop the conversation independently.Able to sustain communication throughout, using rephrasing/repair strategies if necessary to continue the flow.

Additional guidance

Respond(s) spontaneously: gives a relevant, impromptu response based on what they have heard.

Rephrasing/repair strategies are strategies that aid communication and allow the conversation to be sustained, for example rephrasing, circumlocution, adjusting the message, asking for clarification/repetition, repair strategies such as self-correction; these strategies enable students to deliver the message when exact vocabulary or expressions are not known.

Conversation: linguistic knowledge and accuracy – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> Manipulates a limited variety of mainly straightforward grammatical structures, minimal use of complex structures. Some accurate grammatical structures, some successful references to past, present and future events, some ambiguity. Sequences of coherent speech although errors occur that often hinder clarity of communication and occasionally prevent meaning being conveyed.
4–6	<ul style="list-style-type: none"> Manipulates grammatical structures with occasional variation, complex structures used but repetitive. Generally accurate grammatical structures, generally successful references to past, present and future events. Generally coherent speech although errors occur that sometimes hinder clarity of communication.
7–9	<ul style="list-style-type: none"> Manipulates a variety of grammatical structures, some variety of complex structures. Predominantly accurate grammatical structures, mostly successful references to past, present and future events. Predominantly coherent speech; errors occur but they rarely hinder clarity of communication.
10–12	<ul style="list-style-type: none"> Manipulates a wide variety of grammatical structures, frequent use of complex structures. Consistently accurate grammatical structures, consistently successful references to past, present and future events. Fully coherent speech; any errors do not hinder the clarity of the communication.

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher-tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free speech in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on clarity.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect the case)
- infrequent errors that do not distract the listener from the content of what is being said.

Errors that **hinder clarity:**

- errors that make speech difficult to understand immediately (even if the meaning is eventually understood)/errors that force listeners to strain to understand what is meant, for example inaccurate tense formation, inaccurate application of the conventions of case, mismatch of subject and the possessive adjectives
- frequent errors hinder clarity as they will distract the listener from the content of what is being said.

Errors that **prevent meaning being conveyed:**

- errors that mean the listener cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, i.e. using the incorrect person or the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

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Greek

Paper 3: Reading and understanding in Greek

Higher tier

Sample assessment material for first teaching
September 2017
Time: 1 hour 5 minutes

Paper Reference
1GK0/3H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A, B and C.
- Questions in Section A and C are set in English.
- Questions in Section B are set in Greek.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- You must **not** use a dictionary.

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
– *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.

A music festival

1 Read the webpage below.

Είναι το μεγαλύτερο κατασκηνωτικό φεστιβάλ μουσικής στην Ελλάδα. Εδώ και 38 χρόνια πάνω από 50.000 νέοι απ' όλη την Ελλάδα φτάνουν στο Νεστόριο της Καστοριάς, για να ακούσουν μουσική, σε μια όμορφη τοποθεσία δίπλα στο ποτάμι. Το Νεστόριο είναι 20-25 λεπτά από την Καστοριά και μπορείτε να έρθετε με λεωφορείο ή να φέρετε το αυτοκίνητό σας. Τα τελευταία χρόνια μάλιστα, το φεστιβάλ φιλοξενεί κόσμο απ' όλη την Ευρώπη.

Το φεστιβάλ κρατάει πέντε μέρες. Στην κατασκήνωση θα βρείτε εστιατόρια με καλές τιμές. Επίσης λειτουργεί ιατρείο 24 ώρες το εικοσιτετράωρο.

Κάθε μέρα οι συναυλίες αρχίζουν το μεσημέρι και τελειώνουν τις πρώτες πρωινές ώρες.

(a) What shows this festival's popularity? Give one detail.

(1)

(b) What services are offered at this festival? Give one detail.

(1)

(c) When do the concerts start?

(1)

(Total for Question 1 = 3 marks)

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QUESTION 2 BEGINS ON THE NEXT PAGE.

Στο φωτεινό δωμάτιο by Ersi Sotiropoulou

- 2 Read the extract from the text. Tania, a foreign worker in Athens, goes to Claire's house to interview for a position as a maid.

«Πίνετε καφέ ή τσάι;» ρώτησε η Κλαίρη.

«Ευχαριστώ, τίποτα», απάντησε η Τάνια κι άκουσε την κακή, ξενική προφορά της.

«Κάτι πρέπει να σας προσφέρω. Περιμένετε τόση ώρα...! Σας αρέσει το γιαούρτι;»

« Γιαούρτι; Αναρωτήθηκε η Τάνια. Άλλη μια δύσκολη λέξη που δεν μπορεί να την πει καλά».

«Είναι εξαιρετικό γιαούρτι», είπε η Κλαίρη.

Η Τάνια πήρε το πιάτο. Δεν υπήρχε κουτάλι για να το φάει. Πεινούσε, τώρα κατάλαβε πόσο πεινούσε.

«Αυτό το πιάνο πρέπει να φύγει από εδώ», είπε η Κλαίρη. «Κανείς δεν παίζει. Εσείς παίζετε;»

Η Τάνια κούνησε το κεφάλι της. «Τότε να παίξετε! Σας παρακαλώ να παίξετε τώρα», είπε η Κλαίρη.

Answer the following questions **in English**. You do not need to write in full sentences.

- (a) Why did Claire insist that Tania have something to eat? (1)

- (b) How do we know that Tania is not happy with her Greek? Give one detail. (1)

- (c) Why didn't Tania eat the yoghurt, even though she was hungry? (1)

(d) Why does Claire want to get rid of the piano?

(1)

(Total for Question 2 = 4 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Mobile phones

3 Read this article about mobile phones.

Δημοσκόπηση έδειξε πως το 80% των μαθητών Γυμνασίου στη χώρα μας έχει κινητό. Αυτό δεν μας παραξενεύει. Μας εκπλήσσει όμως πως οι περισσότεροι μαθητές είπαν ότι το χρησιμοποιούν κατά τη διάρκεια του μαθήματος. Βέβαια, όλοι δήλωσαν πως αυτό γίνεται κρυφά. Ο νόμος απαγορεύει στους μαθητές και στους καθηγητές τη χρήση των κινητών στο χώρο του σχολείου.

Οι συνεντεύξεις που πήραμε από δασκάλους και γονείς έδειξαν πως οι περισσότεροι συμφωνούν με την απαγόρευση.

Ένας καθηγητής, όμως, μας είπε, «Καλύτερα να συζητούσαμε όλοι μαζί για τα κινητά. Μαθητές και καθηγητές θα μπορούσαμε να αποφασίσουμε ένα 'ωράριο χρήσης'. Η απαγόρευση έκανε τους πάντες να χρησιμοποιούνε το κινητό ασταμάτητα, αλλά κρυφά».

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Answer the following questions **in English**. You do not need to write in full sentences.

(a) What surprises the writer of this article about the survey results? (1)

(b) What is the rule about the use of mobile phones in schools?
Give **two** details. (2)

(c) What do the majority of those interviewed think about this rule? (1)

(d) What does one teacher think should happen instead? (1)

(Total for Question 3 = 5 marks)

Στο τσιμεντένιο δάσος by Lotti Petrovic Androutsopoulou

- 4 Read the extract from the literary text. Connie is on an aeroplane and is looking out of the window.

«Κυρίες και κύριοι, βρισκόμαστε πάνω από την Αθήνα. Σε λίγα λεπτά φτάνουμε στο αεροδρόμιο. Η ώρα είναι έντεκα και σαράντα. Παρακαλούμε να δέσετε τις ζώνες σας. Σας ευχαριστούμε που ταξιδέψατε μαζί μας».

Η Κόννη κοίταξε απ' το παράθυρο. Επιτέλους η Αθήνα «της»! Ο Λυκαβηττός, η Ακρόπολη. Και σπίτια, σπίτια, κτίρια. Πού και πού λίγο, πολύ λίγο πράσινο. «Τα χάλια της Αθήνας», θα έλεγε ο πατέρας της. Εκείνη πάντως και μόνο που έβλεπε αυτή τη θάλασσα ένιωθε μια χαρά μέσα της. Η θέα ήταν πραγματικά πολύ όμορφη.

Κάτω από τον καλοκαιριάτικο ήλιο έβλεπε γύρω-γύρω τα τρία βουνά - τον Υμηττό, την Πάρνηθα και την Πεντέλη.

Χάθηκε η θάλασσα απ' το παράθυρο. Νάτα πάλι τα σπίτια, διάφορα κτίρια, πολυκατοικίες, σειρές ολόκληρες η μία δίπλα στην άλλη...

- Το «τσιμεντένιο δάσος», έτσι έλεγε την Αθήνα ο πατέρας της.

Put a cross ☒ in the correct box.

Example: The person who is speaking in the first paragraph is probably...

<input type="checkbox"/>	A Connie's father
<input type="checkbox"/>	B someone sitting next to her
<input type="checkbox"/>	C a police officer on the aeroplane
<input checked="" type="checkbox"/>	D the pilot

(i) The aeroplane...

<input checked="" type="checkbox"/>	A is full of Greek holidaymakers
<input type="checkbox"/>	B is going abroad
<input type="checkbox"/>	C has just landed
<input type="checkbox"/>	D is about to land

(ii) When Connie is looking out of her window...

<input type="checkbox"/>	A it is late afternoon
<input type="checkbox"/>	B it is almost midnight
<input type="checkbox"/>	C it is early in the morning
<input type="checkbox"/>	D it is a little before noon

(iii) Connie's father...

<input type="checkbox"/>	A is sitting next to Connie
<input type="checkbox"/>	B does not like Athens very much
<input type="checkbox"/>	C was born in Athens
<input type="checkbox"/>	D has written a book about Athens

(iv) Connie feels...

<input type="checkbox"/>	A happy with what she sees out of the window
<input type="checkbox"/>	B tired from the trip
<input type="checkbox"/>	C nervous about flying
<input type="checkbox"/>	D angry at her father

(v) Connie looks out of the window and sees...

<input type="checkbox"/>	A a built-up city
<input type="checkbox"/>	B green forests
<input type="checkbox"/>	C darkness
<input type="checkbox"/>	D ships sailing in the sea

(Total for Question 4 = 5 marks)

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QUESTION 5 BEGINS ON THE NEXT PAGE.

School activities

5 Read this announcement on a school website about summer programmes.

Στα θερινά προγράμματα του σχολείου οι μαθητές κάνουν κάτι χρήσιμο, ενώ ταυτόχρονα μαθαίνουν κάτι. Τον επόμενο Αύγουστο θα είμαστε στον τρίτο χρόνο λειτουργίας. Αν ενδιαφέρεστε, βιαστείτε! Προβλέπουμε πως μέχρι το τέλος του μήνα δεν θα υπάρχουν θέσεις στα φετινά προγράμματα.

Δείτε τι λένε τέσσερις μαθητές που δοκίμασαν τα προγράμματα:

Γιάννης: Έκανα το πρόγραμμα «επιβίωση στη φύση». Έμαθα να ζω μέσα στο δάσος και ν' ανάβω φωτιά για να μαγειρέψω, χωρίς τα σύγχρονα μέσα, με ό,τι υπάρχει. Το πρόγραμμα δεν κόστισε σχεδόν τίποτα!

Δόμνα: Έκανα το ίδιο πρόγραμμα με τον Γιάννη. Έμαθα ν' αναγνωρίζω τα επικίνδυνα φυτά του δάσους και να φτιάχνω σπιτάκι με ξύλα.

Σωτηρία: Εγώ έκανα ένα πρόγραμμα για τη βελτίωση του περιβάλλοντος στην Κύπρο. Ανοίξαμε ένα μονοπάτι μέσα στο δάσος, για να μπορούν οι επισκέπτες να κάνουν περίπατο άνετα.

Κωστής: Διάλεξα ένα καλλιτεχνικό πρόγραμμα, γιατί θέλω ν' ασχοληθώ με τον κινηματογράφο. Κόστισε ένα επιπλέον ποσό, αλλά άξιζε. Ήμουν βοηθός σκηνοθέτη και γνώρισα την αγαπημένη μου ηθοποιό.

Who did the following? Enter **Yiannis, Domna, Soteria** or **Kostis**.

Example: **Domna** learnt how to build a place to sleep.

- (a) had to pay a little more to do the activity. (1)
- (b) learnt how to heat up food outdoors. (1)
- (c) helped to make the area more desirable for tourists. (1)
- (d) learnt what is involved in making a film. (1)

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Answer the following questions **in English**.

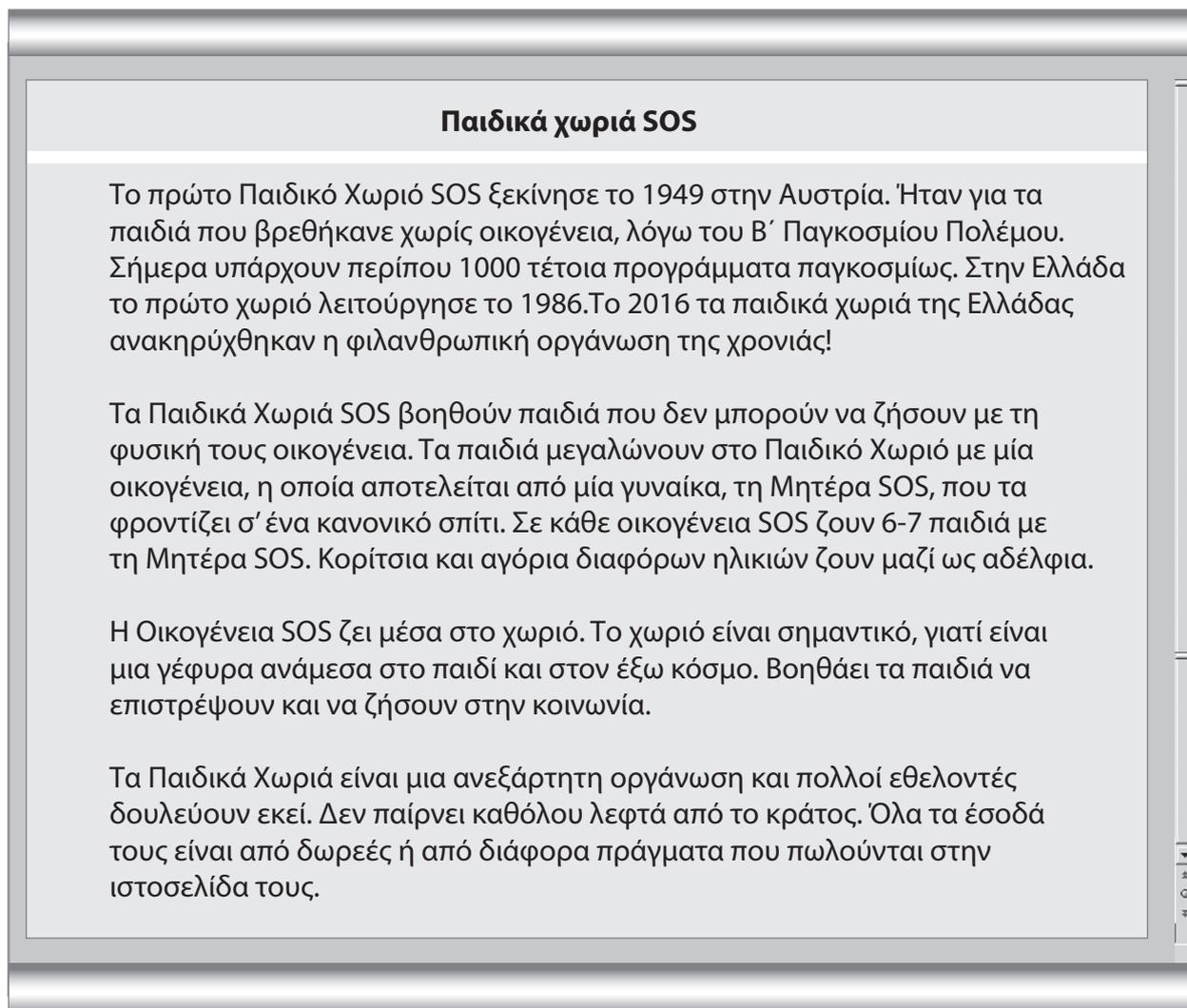
(e) What is so special about this summer programme of activities? (1)

(f) What should you do, if you are interested? (1)

(Total for Question 5 = 6 marks)

A children's charity in Greece

6 Read about this campaign on the website of a Greek charity organisation.



Παιδικά χωριά SOS

Το πρώτο Παιδικό Χωριό SOS ξεκίνησε το 1949 στην Αυστρία. Ήταν για τα παιδιά που βρεθήκανε χωρίς οικογένεια, λόγω του Β΄ Παγκοσμίου Πολέμου. Σήμερα υπάρχουν περίπου 1000 τέτοια προγράμματα παγκοσμίως. Στην Ελλάδα το πρώτο χωριό λειτούργησε το 1986. Το 2016 τα παιδικά χωριά της Ελλάδας ανακηρύχθηκαν η φιλανθρωπική οργάνωση της χρονιάς!

Τα Παιδικά Χωριά SOS βοηθούν παιδιά που δεν μπορούν να ζήσουν με τη φυσική τους οικογένεια. Τα παιδιά μεγαλώνουν στο Παιδικό Χωριό με μία οικογένεια, η οποία αποτελείται από μία γυναίκα, τη Μητέρα SOS, που τα φροντίζει σ' ένα κανονικό σπίτι. Σε κάθε οικογένεια SOS ζουν 6-7 παιδιά με τη Μητέρα SOS. Κορίτσια και αγόρια διαφόρων ηλικιών ζουν μαζί ως αδέρφια.

Η Οικογένεια SOS ζει μέσα στο χωριό. Το χωριό είναι σημαντικό, γιατί είναι μια γέφυρα ανάμεσα στο παιδί και στον έξω κόσμο. Βοηθάει τα παιδιά να επιστρέψουν και να ζήσουν στην κοινωνία.

Τα Παιδικά Χωριά είναι μια ανεξάρτητη οργάνωση και πολλοί εθελοντές δουλεύουν εκεί. Δεν παίρνει καθόλου λεφτά από το κράτος. Όλα τα έσοδά τους είναι από δωρεές ή από διάφορα πράγματα που πωλούνται στην ιστοσελίδα τους.

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(i) What does this website tell us?

Put a cross ☒ next to each one of the the **three** correct boxes.

(3)

<input checked="" type="checkbox"/>	Example The SOS children's villages were founded in Austria.
<input type="checkbox"/>	A The SOS children's villages were founded for war orphans.
<input type="checkbox"/>	B The SOS children's villages employ 1000 people.
<input type="checkbox"/>	C The SOS children's villages exist only in Europe.
<input type="checkbox"/>	D The SOS children's villages in Greece won an award.
<input type="checkbox"/>	E The children in these villages live with their natural mothers.
<input type="checkbox"/>	F Boys and girls can live in the same house.
<input type="checkbox"/>	G There are 6 to 7 houses in each village.

Answer the following questions **in English**.

(ii) How is the SOS village important for the children who live in it?

(1)

(iii) How is the organisation funded? Give one detail.

(1)

(Total for Question 6 = 5 marks)

TOTAL FOR SECTION A = 28 MARKS

SECTION B

Σεμινάρια μετάφρασης

7 Διαβάζεις αυτό το άρθρο.

Κάθε χρόνο, επτά νέοι από ξένα πανεπιστήμια, που έχουν σπουδάσει Ελληνικά, θα μπορούν να περάσουν από ένα μέχρι τρία χρόνια στην Ελλάδα. Χάρη σ' ένα πρόγραμμα που άρχισε φέτος, οι ξένοι φοιτητές θα μένουν στην Ελλάδα με όλα τα έξοδα πληρωμένα. Εδώ θα κάνουν σεμινάρια, για να μάθουν να μεταφράζουν ελληνική λογοτεχνία στη γλώσσα τους.

«Λατρεύω τα ποιήματα του Καβάφη. Έχω σπουδάσει Ελληνικά στην Κίνα, την πατρίδα μου», μας λέει μια φοιτήτρια. Μία Αγγλίδα φοιτήτρια που αγαπά την ελληνική λογοτεχνία, μας λέει, «θα ήθελα να μεταφράσω ελληνικά μυθιστορήματα στ' αγγλικά».

Βάλτε ένα στο σωστό τετράγωνο.

Παράδειγμα: Αυτό το πρόγραμμα είναι για...

<input checked="" type="checkbox"/>	A μαθητές
<input checked="" type="checkbox"/>	B καθηγητές
<input checked="" type="checkbox"/>	C συγγραφείς
<input checked="" type="checkbox"/>	D φοιτητές

(i) Οι νέοι αυτοί είναι από...

<input checked="" type="checkbox"/>	A την Κίνα
<input checked="" type="checkbox"/>	B την Αγγλία
<input checked="" type="checkbox"/>	C την Ευρώπη
<input checked="" type="checkbox"/>	D το εξωτερικό

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(ii) Οι νέοι αυτοί πρέπει να...

<input type="checkbox"/>	A ξέρουν να μεταφράζουν
<input type="checkbox"/>	B ξέρουν ελληνικά
<input type="checkbox"/>	C μιλάνε τουλάχιστον τρεις γλώσσες
<input type="checkbox"/>	D είναι Έλληνες του εξωτερικού

(iii) Οι νέοι μπορούν να μείνουν στην Ελλάδα...

<input type="checkbox"/>	A όσα χρόνια θέλουν
<input type="checkbox"/>	B το λιγότερο για τρία χρόνια
<input type="checkbox"/>	C το λιγότερο για ένα χρόνο
<input type="checkbox"/>	D μέχρι επτά χρόνια

(iv) Το πρόγραμμα αυτό άρχισε...

<input type="checkbox"/>	A πρόσφατα
<input type="checkbox"/>	B πριν τρία χρόνια
<input type="checkbox"/>	C πέρσι
<input type="checkbox"/>	D πολύ παλιά

(v) Οι νέοι που παίρνουν μέρος σ' αυτό το πρόγραμμα...

<input type="checkbox"/>	A πληρώνουν μόνο για τα μαθήματα
<input type="checkbox"/>	B πληρώνουν μόνο τα έξοδα του ταξιδιού
<input type="checkbox"/>	C πληρώνουν το ξενοδοχείο
<input type="checkbox"/>	D δεν πληρώνουν τίποτα

(Total for Question 7 = 5 marks)

Διακοπές

8 Διαβάζεις γι' αυτά τα μέρη στην Ελλάδα και στην Κύπρο.

Νάξος	Το μεγαλύτερο νησί στις Κυκλάδες, με τα λευκά σπίτια, τις βυζαντινές εκκλησίες και τους υπέροχους πύργους από το 1600, σας περιμένει.
Θεσσαλονίκη	Οι επισκέπτες που ψάχνουν για καλό φαγητό, έντονη νυχτερινή ζωή και τα πιο σύγχρονα καταστήματα μόδας θα περάσουν ωραία στην πόλη μας.
Σάμος	Το καταπράσινο νησί μας, με τα δάση και τις υπέροχες παραλίες, θα προσφέρει ήσυχες και αξέχαστες διακοπές. Είναι επίσης ιδανικός προορισμός για μεγάλους και παιδιά.
Λάρνακα	Η Λάρνακα είναι μια μεγάλη πόλη στη νοτιοανατολική ακτή της Κύπρου και έχει το δικό της διεθνές αεροδρόμιο. Εκεί θα βρείτε άνετα και μοντέρνα ξενοδοχεία σε καλές τιμές.

Ποιο είναι το σωστό μέρος; Διάλεξε ανάμεσα στη **Νάξο**, τη **Θεσσαλονίκη**, τη **Σάμο** και τη **Λάρνακα**. Μπορείς να χρησιμοποιήσεις μια λέξη περισσότερες από μια φορά.

Παράδειγμα: Για καλά εστιατόρια θα πας στη **Θεσσαλονίκη**

(a) Αν σ' ενδιαφέρει η αρχιτεκτονική, θα πας στη (1)

(b) Αν θέλεις να βρίσκεσαι στη φύση, θα πας στη (1)

(c) Αν σου αρέσουν τα ψώνια στις διακοπές, θα πας στη
..... (1)

(d) Αν δεν έχεις πολλά λεφτά για δωμάτιο, θα πας στη
..... (1)

(e) Για ήρεμες οικογενειακές διακοπές, θα πας στη (1)

(Total for Question 8 = 5 marks)

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QUESTION 9 BEGINS ON THE NEXT PAGE.

Νυχτερινή Ποδηλατική Βόλτα

9 Διαβάζεις μια ανακοίνωση στην ιστοσελίδα του Δήμου Λευκωσίας.

Όπως και κάθε Τετάρτη, η εξόρμησή μας θα ξεκινήσει από το χώρο στάθμευσης «Κολοκάσι» στην Λευκωσία.

Είναι μια νυχτερινή διαδρομή μέτριας απόστασης. Αυτό την κάνει κατάλληλη και ανοιχτή για τους παλιούς και φανατικούς αυτού του σπορ, αλλά και για τους άπειρους ποδηλατιστές.

Θα συναντηθούμε στις 19:45 και θα ξεκινήσουμε στις 20:00. Θα κάνουμε ένα γύρο στο κέντρο της παλιάς Λευκωσίας και μετά θα πάμε προς Άγιο Ανδρέα.

Το πιο σημαντικό! Μην ξεχάσετε τα φώτα σας! Πρέπει επίσης να φορούν όλοι οι ποδηλάτες τα κατάλληλα κράνη για προστασία. Δεν θα συμμετάσχουν αυτοί που δεν θα τηρήσουν αυτούς τους δύο κανόνες.

Θα υπάρχει μια εθελοντική ομάδα για τους ποδηλατιστές κατά τη διάρκεια της «βόλτας». Οι «τροχονόμοι» θα φορούν γιλέκα με πορτοκαλί χρώμα. Παρακαλούμε ν' ακολουθείτε τις οδηγίες τους για την ασφάλεια όλων.

Φτάσαμε στο τέλος αυτής της ποδηλατικής περιόδου. Έτσι, την επόμενη Τετάρτη αμέσως μετά την ποδηλασία, θα αποχαιρετήσουμε τη χρονιά με δείπνο. Αν επιθυμείτε να έρθετε, παρακαλούμε να μας ενημερώσετε μόνο αυτοπροσώπως, πριν αρχίσουμε τη βόλτα. Η τιμή για κάθε άτομο είναι 10 ευρώ και περιλαμβάνει ένα αναψυκτικό. Η ταβέρνα δέχεται μόνο μετρητά.

Απάντησε στις ερωτήσεις στα **Ελληνικά**. Δεν είναι απαραίτητο να γράψεις ολόκληρες προτάσεις.

(a) Πώς ξέρουμε ότι αυτή η ποδηλατική βόλτα δεν είναι δύσκολη; Δώσε μία λεπτομέρεια.

(1)

(b) Σύμφωνα με τους κανόνες, τι θα εμποδίσει ένα ποδηλατιστή από το να συμμετάσχει; Δώσε μια λεπτομέρεια.

(1)

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(c) Γιατί είναι σημαντική η ποδηλατική βόλτα της επόμενης Τετάρτης;

(1)

(d) Τι πρέπει να κάνεις, αν θέλεις να πας στην εκδήλωση μετά την ποδηλατική βόλτα;
Δώσε δύο λεπτομέρειες.

(2)

(Total for Question 9 = 5 marks)

TOTAL FOR SECTION B = 15 MARKS

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GCSE Greek Higher tier

Paper 3 Mark scheme

There are no marks for quality of language or spelling in this paper, therefore errors in the Greek script will be tolerated as long as the message is not ambiguous and it does not prevent communication. Such errors include where a candidate has miscopied a Greek word or name.

SECTION A

Question number	Answer	Mark
1(a)	Any one of the following: it is the biggest in Greece (1) it has been going on for 38 years (1)	(1)

Question number	Answer	Mark
1(b)	Any one of the following: restaurants/somewhere to eat (1) doctors/medical care (1)	(1)

Question number	Answer	Mark
1(c)	they start at midday	(1)

Question number	Answer	Mark
2(a)	because Tania had been waiting for a long time	(1)

Question number	Answer	Mark
2(b)	Any one of the following: she does not like her accent (1) some Greek words are difficult for her to pronounce (1)	(1)

Question number	Answer	Mark
2(c)	there was no spoon	(1)

Question number	Answer	Mark
2(d)	nobody in the house plays	(1)

Question number	Answer	Mark
3(a)	that students use mobiles during class	(1)

Question number	Answer	Mark
3(b)	they cannot be used (1) and the rule applies to both teachers and students (1)	(2)

Question number	Answer	Mark
3(c)	they agree with it	(1)

Question number	Answer	Mark
3(d)	a discussion about "hours of use"/a discussion between students and teachers	(1)

Question number	Answer	Mark
4(i)	D	(1)

Question number	Answer	Mark
4(ii)	D	(1)

Question number	Answer	Mark
4(iii)	B	(1)

Question number	Answer	Mark
4(iv)	A	(1)

Question number	Answer	Mark
4(v)	A	(1)

Question number	Answers	Mark
5(a)	Kostis	(1)

Question number	Answers	Mark
5(b)	Yiannis	(1)

Question number	Answers	Mark
5(c)	Soteria	(1)

Question number	Answers	Mark
5(d)	Kostis	(1)

Question number	Answers	Mark
5(e)	students acquire useful skills	(1)

Question number	Answers	Reject	Mark
5(f)	register soon/quickly	register	(1)

Question number	Answer	Mark
6(i)	A, D, F	(3)

Question number	Answers	Mark
6(ii)	it helps them become part of society again/it helps them reintegrate	(1)

Question number	Answer	Mark
6(iii)	Any one of the following: through donations (1) through selling things on their website (1)	(1)

SECTION B

Question number	Answer	Mark
7(i)	D	(1)

Question number	Answer	Mark
7(ii)	B	(1)

Question number	Answer	Mark
7(iii)	C	(1)

Question number	Answer	Mark
7(iv)	A	(1)

Question number	Answer	Mark
7(v)	D	(1)

Question number	Answer	Mark
8(a)	Νάξο	(1)

Question number	Answer	Mark
8(b)	Σάμο	(1)

Question number	Answer	Mark
8(c)	Θεσσαλονίκη	(1)

Question number	Answer	Mark
8(d)	Λάρνακα	(1)

Question number	Answer	Mark
8(e)	Σάμο	(1)

Question number	Answer	Mark
9(a)	Any one of the following: είναι μέτριας απόστασης (1) είναι ανοιχτή σε όλους (1)	(1)

Question number	Answer	Mark
9(b)	Any one of the following: Να μην έχει τα φώτα του (1) Να μην φοράει κράνος (1)	(1)

Question number	Answer	Mark
9(c)	Είναι η τελευταία της χρονιάς	(1)

Question number	Answer	Mark
9(d)	Να το πεις σε κάποιον αυτοπροσώπως (1) and Να φέρεις 10 Ευρώ (1)	(2)

SECTION C

Question Number	Indicative content	Mark
10	Our school has started an exchange programme with a school in France. Last year we went to France to stay with them and we had a great time. It is their turn to come and visit us next April. I am pleased that we will welcome them to our country to show them our way of life.	(7)

Mark	Descriptor
0	No rewardable communication.
1-3	The meaning of the passage is partially communicated. Some errors in the translation prevent meaning being conveyed, e.g. frequent use of incorrect words, omitted phrases , incorrect tenses.
4-6	The meaning of the passage is mostly communicated. Occasional errors affect the flow or clarity of the translation, e.g. incorrect words, omitted words, inexact syntax.
7	The meaning of the passage is fully communicated. Any errors do not detract from the overall effectiveness of the translation.

Write your name here

Surname

Other names

Centre Number

Candidate Number

Pearson Edexcel
Level 1/Level 2 GCSE (9–1)

Greek

Paper 4: Writing in Greek

Higher tier

Sample assessment material for first teaching
September 2017
Time: 1 hour 25 minutes

Paper Reference
1GK0/4H

You do not need any other materials.

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **either** Question 1(a) **or** 1(b) and **either** Question 2(a) **or** 2(b) and Question 3.
- Answer the questions in the spaces provided
– *there may be more space than you need.*
- Write your answers in full sentences.
- You must **not** use a dictionary.

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*
– *you should spend approximately 15 minutes on the translation question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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(Total for Question 1 = 20 marks)

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Με εκτίμηση,

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(Total for Question 2 = 28 marks)

GCSE Greek Higher tier

Paper 4 Mark scheme

General guidance on using levels-based mark schemes

Step 1 Decide on a band

- You should first of all consider the answer as a whole and then decide which descriptors most closely match the answer and place it in that band. The descriptors for each band indicate the different features that will be seen in the student's answer for that band.
- When assigning a band you should look at the overall quality of the answer and not focus disproportionately on small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different bands of the mark scheme you should use a 'best fit' approach for defining the band and then use the variability of the response to help decide the mark within the band, for example if the response is predominantly band 5–8 with a small amount of band 9–12 material, it would be placed in band 5–8 but be awarded a mark near the top of the band because of the band 9–12 content.

Step 2 Decide on a mark

- Once you have decided on a band you will then need to decide on a mark within the band.
- You will decide on the mark to award based on the quality of the answer; you will award a mark towards the top or bottom of that band depending on how students have evidenced each of the descriptor bullet points.
- You will modify the mark based on how securely the trait descriptors are met at that band.
- You will need to go back through the answer as you apply the mark scheme to clarify points and assure yourself that the band and the mark are appropriate.

Assessment criteria for the Higher tier

Question 1 – Higher tier (20 marks)

For this question, students' work is marked by Pearson using assessment criteria given in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in an informal style (see *Additional guidance*).

The student is expected to produce 80–90 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 1: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Communicates brief information relevant to the task with little development• Limited adaptation of language to narrate, inform and interest; straightforward personal opinions are given with limited justificationExpresses straightforward thoughts and ideas; uses common, familiar language with repetition• Variable use of appropriate register and style
4–6	<ul style="list-style-type: none">• Communicates information relevant to the task, with development of the occasional key point and idea• Some effective adaptation of language to narrate and inform; attempts are made to interest and give convincing personal opinions which are occasionally successful• Expresses mainly straightforward thoughts and ideas with the occasional individual thought/idea; some different examples of common, familiar language• Appropriate use of register and style is evident but with inconsistencies

Mark	Descriptor
7–9	<ul style="list-style-type: none"> Communicates information relevant to the task, with development of some key points and ideas Mostly effective adaptation of language to narrate and inform, some effective language to interest and give convincing personal opinions Some examples of creative language use to express individual thoughts and ideas; a variety of mainly common, familiar language with the occasional example of uncommon language Appropriate use of register and style is evident but with occasional inconsistency
10–12	<ul style="list-style-type: none"> Communicates information relevant to the task with expansion of key points and ideas Effective adaptation of language to narrate, inform, interest and give convincing personal opinions Frequent examples of creative language use to express individual thoughts and ideas; a variety of vocabulary and expression, some examples of uncommon language Appropriate use of register and style throughout, with minimal inconsistency

Additional guidance

Creative language use: examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Register and style definition: informal register and style – examples of informal style include colloquial, conversational language that students would use with friends. It also requires use of the informal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Adaptation of language to narrate, inform, interest and give convincing opinions: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest or give a convincing opinion.

Question 1: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–2	<ul style="list-style-type: none">• Uses straightforward grammatical structures, some repetition• Produces brief, simple sentences, limited linking of sentences• Variable accuracy with language and structures, variable success when referring to past, present and future events, regular ambiguity; often errors prevent meaning being conveyed
3–4	<ul style="list-style-type: none">• Uses mostly straightforward grammatical structures, occasional repetition• Produces occasionally extended sentences linked with familiar, straightforward conjunctions• Some accurate language and structures, including some successful references to past, present and future events, some ambiguity; often errors occur that hinder clarity of communication and occasionally prevent meaning being conveyed
5–6	<ul style="list-style-type: none">• Different examples of straightforward grammatical structures are evident• Produces some extended sentences that are linked with familiar, straightforward conjunctions• Frequently accurate language and structures, including mostly successful references to past, present and future events, occasional ambiguity; sometimes errors occur that hinder clarity of communication
7–8	<ul style="list-style-type: none">• Some variation of grammatical structures, occasional complex structure• Produces frequently extended sentences, well linked together• Generally accurate language and structures, including successful references to past, present and future events; occasionally errors occur that hinder clarity of communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect case)
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inaccurate tense formation and inaccurate application of the conventions of case
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 2 – Higher tier (28 marks)

For this question, students' work is marked by Pearson using assessment criteria contained in two mark grids:

- communication and content
- linguistic knowledge and accuracy.

This question contains four bullet points that form part of the task. Failure to cover all four bullet points will impact on the marks that can be awarded against the requirements of the two mark grids for this question (see below). There is no requirement for even coverage of the bullet points in any band. However, in order to access marks in the top band, students must refer to all bullet points and meet the other assessment criteria in the top band.

This question requires students to write in a formal register/style (see *Additional guidance*).

The student is expected to produce 130–150 words for this task. The number of words is approximate and students will not be penalised for writing more or fewer words than recommended in the word count. All work produced by the student must be marked.

Question 2: communication and content mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–4	<ul style="list-style-type: none">• Communicates occasionally detailed information relevant to the task with occasionally effective development of key points and ideas• Some effective adaptation of language to narrate, inform, interest/convince• Occasional examples of creative use of language to express individual thoughts, ideas and points of view, occasional justification; variety of mainly common, familiar language, occasional examples of uncommon language• Appropriate use of register and style with the occasional inconsistency
5–8	<ul style="list-style-type: none">• Communicates some detailed information relevant to the task, frequently effective development of key points and ideas• Frequently effective adaptation of language to narrate, inform, interest/convince• Examples of creative use of language to express some individual thoughts, ideas and points of view, some justified; some variation of vocabulary and expression with some examples of uncommon language• Appropriate use of register and style with few inconsistencies
9–12	<ul style="list-style-type: none">• Communicates detailed information relevant to the task, with mostly effective development of key points and ideas• Mostly effective adaptation of language, to narrate, inform, interest/convince• Creative use of language to express a range of individual thoughts, ideas and points of view, most of which are justified; variety of vocabulary and expression, frequent examples of uncommon language• Predominantly appropriate use of register and style

Mark	Descriptor
13–16	<ul style="list-style-type: none"> • Communicates detailed information relevant to the task, with consistently effective development of key points and ideas • Consistently effective adaptation of language to narrate, inform, interest/convince • Creative use of language to express and fully justify a wide range of individual thoughts, ideas and points of view; wide variety of vocabulary and expression, many examples of uncommon language • Consistent use of appropriate register and style throughout

Additional guidance

Creative use of language – examples of creative language use are:

- using language to create an effect
- using language, including familiar, high-frequency and simple language, to respond to unfamiliar/unexpected contexts and purposes
- using language to express thoughts, ideas, feelings and emotions
- using language to inform and narrate ideas, thoughts and points of view to maintain interest
- applying a variety of vocabulary and structures to maintain interest
- using language effectively to achieve more complex purposes, for example to interest, to convince.

Individual thoughts, ideas and opinions: this is linked to creative use of language whereby students use language to express original thoughts, ideas and points of view that go beyond the minimum/standard/predictable response.

Adaptation of language to narrate, inform, interest/convince: adapts language to achieve different purposes in the language; students may adapt language more effectively for one purpose than another, for example they may use language effectively to narrate but less effectively to interest/convince.

Register and style definition: formal register and style includes, for example, avoidance of slang, over-familiar language, exaggeration, 'text speak', inappropriate colloquialisms or writing in a conversational style. Formal register and style require the use of the formal structure when using, for example, verbs, personal pronouns and possessive adjectives.

Question 2: linguistic knowledge and accuracy mark grid – Higher tier

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none"> • Uses a variety of mainly straightforward grammatical structures, occasional examples of repetitive complex language • Occasional sequences of fluent writing, occasionally extended, well-linked sentences • Straightforward grammatical structures are largely accurate with occasional accurate use of complex language, some successful references to past, present and future events but some ambiguity; errors occur that sometimes hinder clarity of communication
4–6	<ul style="list-style-type: none"> • Some variation of grammatical structures, including some repetitive instances of complex language • Prolonged sequences of fluent writing, some extended, well-linked sentences • Generally accurate language and structures, frequently successful references to past, present and future events, occasional ambiguity; errors occur that occasionally hinder clarity of communication
7–9	<ul style="list-style-type: none"> • Uses a variety of grammatical structures, including some different examples of complex language • Predominantly fluent response; frequent extended sentences, mostly well linked • Mostly accurate language and structures, mostly successful references to past, present and future events; errors occur but they rarely hinder clarity of communication
10–12	<ul style="list-style-type: none"> • Uses a wide variety of grammatical structures, including complex language • Fluent response throughout with extended, well-linked sentences • Consistently accurate language and structures, consistently successful references to past, present and future events; any errors do not hinder the clarity of the communication

Additional guidance

Complex grammatical structures are considered to be:

- all grammar and structures that are included in the grammar list which are specific to Higher tier GCSE
- varied and complex word order
- using extended sentences that include a range of structures, for example conjunctions, pronouns, reported speech and/or a range of lexis, for example to express abstract ideas/convey justified arguments
- conceptually more challenging language.

Straightforward grammatical structures are considered to be:

- repetitive, simple word order
- short, simple sentences that use a repetitive range of common, high-frequency structures
- simple ideas, opinions and thoughts that are expressed but are not justified.

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity**:

- errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect case)
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity**:

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors which force readers to re-read in order to understand what is meant, for example inaccurate tense formation and inaccurate application of the conventions of case
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed**:

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is doing the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

Question 3 – Higher tier (12 marks)

Translation mark grid and example response

The translation mark grid assesses both communication and content and linguistic knowledge and accuracy. When awarding marks, the student's response across the whole paragraph should be considered.

Mark	Descriptor
0	No rewardable material
1–3	<ul style="list-style-type: none">• Meaning of some individual words or phrases is conveyed; frequent omissions/incorrectly communicated words and phrases/ mother-tongue interference• Some straightforward structures are accurate but regular errors prevent meaning of individual phrases/sentences being conveyed
4–6	<ul style="list-style-type: none">• The meaning of the passage is partially communicated, some words and phrases are omitted/incorrectly communicated• Language and structures are accurate in some phrases and sentences but some errors prevent meaning being conveyed
7–9	<ul style="list-style-type: none">• The meaning of the passage is mostly communicated, occasional words are omitted/incorrectly communicated• Mostly accurate language and structures; errors occur that occasionally hinder clarity and in rare instances prevent meaning being conveyed
10–12	<ul style="list-style-type: none">• The meaning of the passage is fully communicated• Consistently accurate language and structures, any errors do not hinder clarity

Question number	Example response
3	Μια φορά την εβδομάδα δουλεύω σ' ένα ανθοπωλείο. Μ' αρέσει η δουλειά μου γιατί γνωρίζω ελληνικές οικογένειες που μένουν εκεί κοντά. Το περασμένο Σάββατο, μια κοπέλα που ξέρω απ' το σχολείο ήρθε ν' αγοράσει λουλούδια για τη μητέρα της. Την επόμενη εβδομάδα, όταν τελειώσω τη δουλειά, θα πάω στο σπίτι της και θα κάνουμε μαζί την εργασία μας για τα Ελληνικά.

Additional guidance

Errors: students are not expected to produce perfect, error-free writing in order to access the top band as errors are also made by native speakers. The mark grid describes the frequency of errors and the impact that errors have on coherence.

Errors that **do not hinder clarity:**

- errors that do not affect meaning, for example gender, adjectival agreements (as long as they do not affect case)
- infrequent errors that do not distract the reader from the content and which result in coherent writing.

Errors that **hinder clarity:**

- errors that make writing difficult to understand immediately (even if the meaning is eventually understood)/errors that force readers to re-read in order to understand what is meant, for example inaccurate tense formation and inaccurate application of the conventions of case
- frequent errors hinder clarity as they will distract the reader from the content of the writing.

Errors that **prevent meaning being conveyed:**

- errors that mean the reader cannot understand the message
- errors that convey the wrong message
- errors that make it unclear who is carrying out the action, for example using the incorrect person of the verb
- mother-tongue interference.

NB: these are examples only and do not constitute a finite list.

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