

INTERNATIONAL GCSE

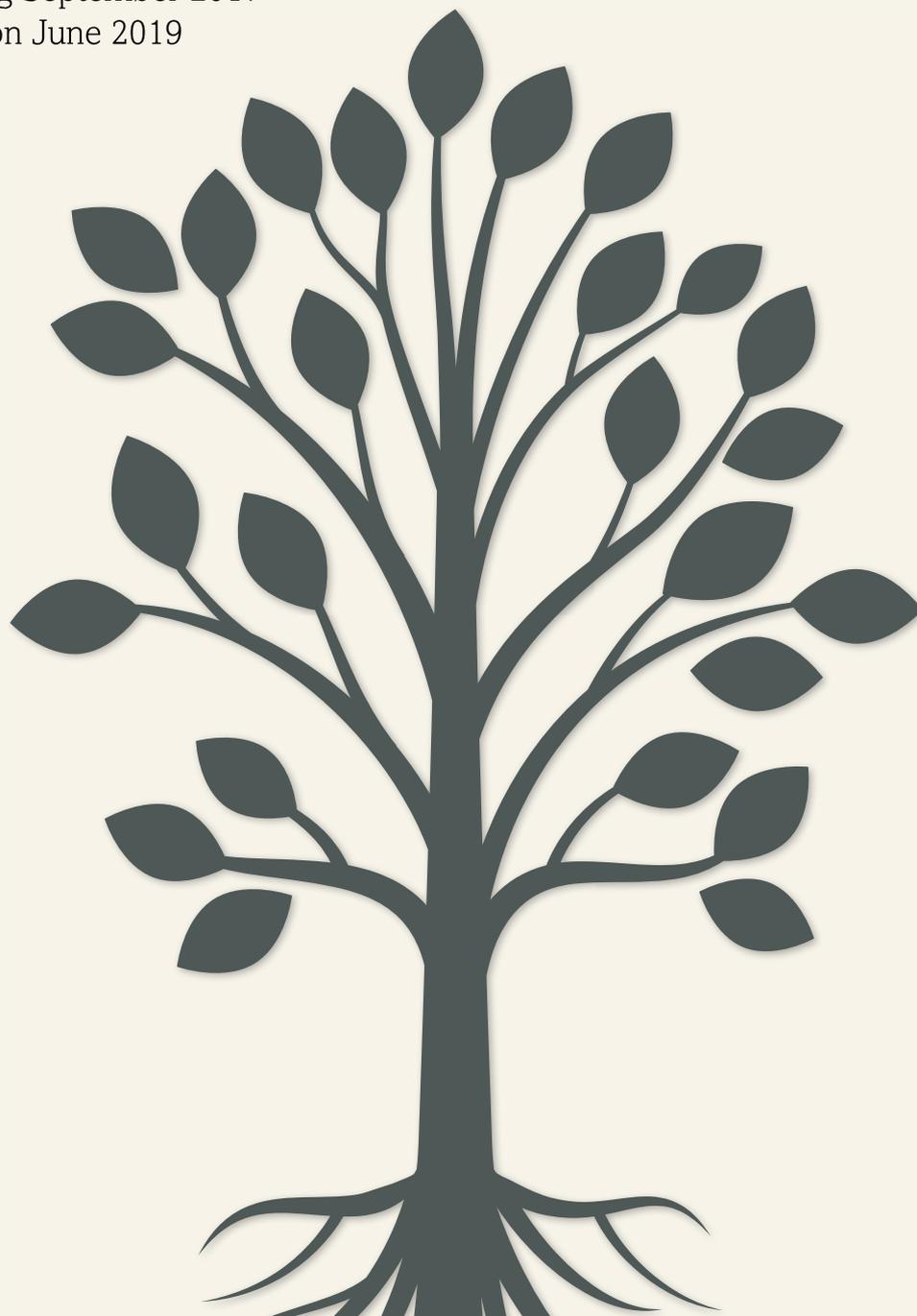
Greek (First Language) (9-1)

GETTING STARTED GUIDE

Pearson Edexcel International GCSE in Greek (First Language) (4GK1)

For first teaching September 2017

First examination June 2019



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1. Introduction

This Getting Started guide will give you an overview of the International GCSE in Greek (First Language) qualification and what it means for you and your students. This guidance is intended to help you plan the course in outline and give you further insight into the principles behind the content to help you and your students succeed.

The Pearson Edexcel International GCSE in Greek (First Language) (9-1) is part of a suite of International GCSE qualifications and supports the International students' progression to study Greek through a broad range of engaging content.

The specification and Sample Assessment Materials (SAMs) have been developed in consultation with the International school subject community – subject associations, academics and advisors and teachers. Drawing on feedback at every stage, this Pearson Edexcel specification has been developed to be an engaging and inspirational course of study that will enable your students to manipulate and use Greek as a first language effectively, accurately, independently and creatively, so that they have a solid basis from which to meet university course demands.

Key principles

The specification has been developed with the following key principles:

Clear specification

Clear guidance on what students need to learn, providing clarity for planning, teaching and assessment.

Progression, not repetition

The specification allows the development of understanding while at the same time avoiding repetition, ensuring students are engaged and thereby inspired to develop their knowledge. We designed the International GCSE to extend students' knowledge by broadening and deepening skills. For example, students will:

- read and respond to material from a variety of sources
- make comparisons between texts and analyse the ways in which writers achieve their effects
- construct and convey meaning in written language, matching style to audience and purpose.

Reflect today's world

- **Broad range of content** which is appealing to International students- content has been selected to ensure that the qualification is inclusive and appealing for all International students.
- **Culturally relevant and engaging texts** – we have ensured that our texts are culturally relevant, engaging and suitable for International students, and that they will encourage students to develop skills of analysis and synoptic thinking.

Clear assessments – clear question papers

We apply clear and consistent use of command words and rubrics across assessments and between series. Our approach to assessments, definitions for the command words and details of how the command words are explained can be found in the taxonomy table.

Our question papers are clear and accessible for students of all ability ranges.

Clear mark schemes

The new mark schemes provide a consistent understanding of the skills, and connections between these skills, required for each question type. Clear wording reflects how teachers and examiners describe the qualities of student work, so the expectations are clear for teachers and markers. Our mark schemes are straightforward so that the assessment requirements are clear.

Skills for progression – Successful progression to level 3 studying and beyond

The variety of content that will be found in the examination allows the student to demonstrate knowledge as well as its application, which are required elements for further study or progression into employment. International GCSE qualifications enable successful progression to Level 3 study and beyond. Through our world-class qualification development process, we have consulted with International A Level and GCE A Level teachers and university teachers to validate the appropriateness of this qualification, including content, skills and assessment structure. The grammar skills needed to complete the discrete grammar section successfully will help students meet university course demands.

Support for delivering the new specification

Our package of support to help you plan and implement the new specification includes:

This **Getting Started Guide** provides an overview of the new International GCSE specification, to help you get to grips with the content and assessment, and to help you understand what these mean for you and your students.

We will also provide the following support:

- **Planning:** In addition to this guide, we will provide you with a course planner and editable schemes of work, which you can adapt to suit your timetable and model of delivery
- **ResultsPlus, Understanding the standard:** ResultsPlus provides the most detailed analysis available of your students' exam performance. It can help you identify the topics and skills where further learning would benefit your students. Once the first examination has been sat in 2019, we will provide you with reports on example student work with examiner commentaries
- **Tracking learner progress:** specimen papers to support formative assessments and mock exams
- **Personal, local support:** a network of leading practitioners across the country, providing online and face-to-face training events
- **Get help and support-** Our subject advisor service will ensure that you receive help and guidance from us. You can sign up to receive the Edexcel languages e-updates for qualification updates and product and service news. You can email our subject advisor at: teachinglanguages@pearson.com

2. About this qualification.

2.1. What has changed?

What are the changes to the International GCSE qualification?

International GCSE specification in Greek is changing to International GCSE in Greek (First Language) for first assessment June 2019 and first certification August 2019.

- The new 9–1 grading system will replace A–G.
- The Pearson Edexcel International GCSE in Greek (First Language) consists of two externally-examined papers:
 - **Paper 1, 4GK1/1:** Reading, Summary and Grammar, 60% of the qualification
 - **Paper 2, 4GK1/2:** Writing, 40% of the qualification
- There is no component like the legacy specification AO2 component: understand contemporary written texts in English and translate them into Modern Greek.
- There are ten topic areas tested across both papers.
- New test types, in addition to extended writing responses, testing summary, comprehension and grammar skills.
- New assessment objectives

AO1 (44%)	<ul style="list-style-type: none"> (i) Read and understand a range of texts, selecting and interpreting information, ideas and opinions. (ii) Understand how the writer uses techniques to create effect. (iii) Compare and contrast information. (iv) Summarise information.
AO2 (40%)	<ul style="list-style-type: none"> (i) Communicate in writing effectively and imaginatively in different forms for particular audiences and purposes. (ii) Organise writing into clear and coherent sentences and whole texts. (iii) Use accurate spelling.
AO3 (16%)	<ul style="list-style-type: none"> (i) Show understanding and correct application of the morphology of nouns, adjectives, pronouns and verbs. (ii) Show understanding and correct application of the syntax relating to the verb and verb phrase, the noun and noun phrase. (iii) Show understanding and correct application of main and subordinate clauses.

2.2. Content and assessment overview

The Pearson Edexcel International GCSE in Greek (First Language) consists of two externally-examined papers.

Paper 1: Reading, Summary and Grammar	Paper code: 4GK1/01
Externally assessed Written examination: 2 hours and 15 minutes Availability: June 75 marks	60% of the qualification
<p>Content Overview: This paper assesses reading and grammar skills across a selection of the following topic areas:</p> <ul style="list-style-type: none"> A. Youth matters B. Education C. Media D. Culture E. Sport and leisure F. Travel and tourism G. Business, work and employment H. Environment I. Health J. Technology. 	
<p>Assessment Overview:</p> <p>Part One: Reading – Short and extended-response questions on two texts. (49 marks) – AO1</p> <p>Recommended time for part 1: 75 mins</p> <p>Part Two: Summary – Summary of the main points of a third text. (6 marks) – AO1</p> <p>Recommended time for part 2: 30 mins</p> <p>Part Three: Grammar – Two questions on a range of aspects of grammar in context. (20 marks) – AO3</p> <p>Recommended time for part 3: 30 mins</p>	

Paper 2: Writing	Paper code: 4GK1/02
Externally assessed Written examination: 1 hour and 30 minutes Availability: June 50 marks	40% of the qualification
Content Overview: This paper assesses writing skills across a selection of the following topic areas: A. Youth matters B. Education C. Media D. Culture E. Sport and leisure F. Travel and tourism G. Business, work and employment H. Environment I. Health J. Technology.	
Assessment Overview: Two extended-response writing tasks. (25 marks for each task) AO2 Recommended time for each task: 45 minutes	

2.3. Content description: Paper 1

Part 1: Reading

Students are required to convey their understanding of written Greek through a series of reading tasks. In Part One, students read two engaging texts in the extract booklet and then answer four questions on each text. They then compare the two texts.

Students must be able to demonstrate the following skills:

- Read and respond to material from a variety of sources.
- Scan for specific information.
- Interpret and infer explicit and implicit meaning, including writers' thoughts, feelings and ideas.
- Understand and analyse how writers create effect.
- Select and use relevant evidence from the text to support their answer.
- Make comparisons between texts.

Part 2: Summary

In Part Two, students are required to demonstrate their ability to summarise a short text by writing the main points clearly.

Part 3: Grammar

In Part Three, students are required to demonstrate their understanding of grammatical usage in a series of exercises. Students are asked to demonstrate the following skills:

- Develop awareness of the rules of grammar in order to understand relationships between parts of speech in a text and demonstrate understanding of its content.
- Apply the conventions of grammar in order to produce and manipulate pertinent and accurate content.

2.4. Content description: Paper 2

1. Writing

Students are required to convey their understanding of Greek through two pieces of continuous writing. Students are advised to write between **300 and 350** words for each title. The number of words is approximate and students will **not** be penalised for writing more or fewer words than recommended in the word count. Students must choose two titles from a choice of three.

The three titles will include the following purposes: **to argue, to narrate, to describe, to persuade, to inform, to explain.**

The forms of writing could include: a discursive essay, a narrative, a description, a letter, an article, an email, a speech or an information leaflet.

All work produced by the student will be marked.

Students must be able to demonstrate the following skills:

- Communicate meaning effectively in written language in a variety of forms, genres and styles.
- Focus writing on a particular purpose and audience.
- Write imaginatively, using a variety of techniques.
- Use a wide range of suitable vocabulary.
- Use accurate spelling.
- Employ a variety of sentence structures for effect.
- Structure their work effectively.
- Use complex structures.
- Use the rules of grammar to create effect, variety and interest.

3. Topic guidance, suggested activities and resources

Teachers should refer to the editable schemes of work available on our website for support with how to approach the content. These schemes of work feature ideas for lesson plans, exemplar activities, ideas for extended writing tasks and a list of useful resources and web links, that treat the concepts and the information which are cognate to the topic areas in a variety of approaches and to varying degrees of depth and length.

Ideas regarding sub-topics while covering the prescribed 10 topics are listed below. These are by no means exhaustive or prescriptive:

A. Youth matters

Relationships with family, relationships with friends, identity issues and teenage problems, entertainment, music, fashion, social networks, peer pressure

B. Education

The role of education, challenges of today's educational system, models of educational systems, ideas for improvement, work vs education, new curricula for the new age, education and technology, educational and career guidance

C. Media

Synchronous (radio, TV) and asynchronous (blogs, newspapers, magazines) media; their role in the dissemination of information in education and in our everyday life; the role of technology in today's media, education and social networking; impact on society and behaviour

D. Culture

Youth culture: music, fashion and lifestyle; forms of entertainment; comparisons between older and newer form of entertainment; popular culture versus highbrow culture; culture in education; world cultures; multiculturalism, diversity and International understanding

E. Sport and leisure

Sport, fitness and health; sportsmanship and competition; men and women in sport; the professionalization of sport; sport and corporate sponsorship; leisure, free time and modern lifestyle

F. Travel and tourism

The benefits of travel; how ideas about travel have changed over the years; new types of tourism; travel, tourism and the environment; tourism and its impact on local communities;

G. Business, work and employment

Types of jobs, equality in the work place, economic issues, progress and crises, business and technology, children in the workplace, ethical trade, part time work, unemployment, internships

H. Environment

Environmental issues, saving the environment, government vs individual roles, weather and climate, International agreements about the environment, types of environmental organisations, alternative forms of energy

I. Health

Healthy eating; the benefits of exercising; the challenges of staying healthy vis a vis a modern lifestyle; accidents, injuries, common ailments; world epidemics; mental and psychological health; health care systems

J. Technology

Technological advancement, pros and cons, new technologies and social interactions, technology and the environment, technology and education, technology and war, technology and privacy, technology and the world of work, technology and quality of life.

Suggested activities

Select source texts for reading comprehension, comparison and critical response that exemplify relevant content, ideas and issues drawn from the domain. Draw students' attention to the linguistic structures and range of vocabulary employed in these materials and engage in comparisons that illustrate how different writers create effect, inform, interest and convince. Draw up lists of useful phrases and vocabulary that occur frequently when reading or writing about the topic.

Draw students' attention to the cultural, historical and social context of the material. Establish connections to students' interests and themes or facts related to the topics under discussion.

Encourage accurate and appropriate use of language but also the expression of viewpoint and the development of informed argument. Classroom practice may include the following:

- You may introduce the topic by engaging the students in interactive tasks, e.g. an oral question and answer activity in response to a film clip, image or short text appropriate to his topic.
- Transition to longer texts and ask students to participate in reading and responding activities, mainly in writing in class but also as homework. Make sure that exemplar activities are modeled on the SAMs and that students are familiar with rubrics and command words.

- Devise tasks that elicit a variety of content that shows comprehension: specific detail, inference, understanding of processes, problem solving and opinion.
- Encourage students to collaborate in group and pair projects and familiarise themselves with the assessment criteria by carrying out self-assessment or peer-review tasks.
- Encourage students to carry out research to familiarise themselves with a topic, prior to it being introduced in class.

Suggested resources

Web-based resources, text-based materials, online dictionaries, Greek language portals, films, advertisements, TV. For a list of useful links, refer to the Resources section at the end of this guide.

4. Assessment guidance

4.1. Paper 1: Reading, Summary and Grammar

Paper 1 assesses 60% of the total Greek (First Language) qualification through reading, summary and grammar.

Part One: Reading

- Students are advised to allocate approximately 1 hour and 15 minutes to Part One.
- There will be short- and long-answer questions related to two text extracts.
- Students will answer all questions in this section.
- Total of 49 marks for this section.
- Questions will test the following assessment objective:

AO1

- Read and understand a range of texts, selecting and interpreting information, ideas and opinions.
- Understand how the writer uses techniques to create effect.
- Compare and contrast information.

Extended response questions

Candidates are asked to provide extended responses to questions 4 and 8 and write a comparison of the two texts in the extracts booklet in response to question 9.

Questions 4 and 8 invite candidates to identify and explain how the writers of the texts use structural techniques (linguistic or structural) to create effect. These questions may start with 'Explain how the writer presents...'. They then require that the students 'use evidence from the text to support their answer.' Structural and linguistic techniques include cohesive devices such as transitional phrases, linking words and subordinate clauses, paragraphing, use of connectives, repetition, alliteration, extended metaphor, personification, simile, oxymoron etc.

Questions 4 and 8 carry 10 marks each and each answer is marked according to specific criteria. A good response must offer a perceptive and analytical explanation of how the writer uses linguistic and structural techniques to create effect and must be accompanied by evidence from the text that fully supports the point being made. The indicative responses in the SAMs illustrate the characteristics of a good response that could gain marks from the top band of the response mark grid.

Example from the Sample Assessment Materials, **Question 4**

- 4** Να εξηγήσετε πώς χρησιμοποιεί το λόγο η κυρία Παπασταύρου για να μας πείσει πως η οργάνωση που ίδρυσε αντιμετωπίζει το πρόβλημα της σπατάλης «ολιστικά». Να εντοπίσετε στο κείμενο λέξεις ή φράσεις που τεκμηριώνουν την εξήγησή σας.

(Σύνολο για την Ερώτηση 4 = 10 μονάδες)

ΣΥΝΟΛΟ ΓΙΑ ΤΟ ΠΡΩΤΟ ΚΕΙΜΕΝΟ = 17 ΜΟΝΑΔΕΣ

Mark scheme indicative content:

Question number	Indicative content	Mark
4	<p>Suggested answer:</p> <p>Η κυρία Παπασταύρου χρησιμοποιεί το ρήμα «εννοώ» για να μας εξηγήσει τι σημαίνει ολιστική αντιμετώπιση του προβλήματος της σπατάλης τροφίμων. Εστιάζει στη σημασία της παιδείας και χρησιμοποιεί λέξεις όπως «ευαισθητοποιούμε» και «νοιάζονται» για να τονίσει το θετικό έργο της οργάνωσης. Υποστηρίζει, δείχνοντας βέβαιη, πως μόνο μέσα από την παιδεία θ' αποκτήσουν τα παιδιά συμπόνοια για τους συνανθρώπους τους και θα τους βοηθήσουν μέσα απ' τον τρόπο ζωής τους. Λέει χαρακτηριστικά, «... αν τα παιδιά μάθουν από τώρα να βοηθάνε και να μην πετάνε φαγητό, όταν μεγαλώσουν θα νοιάζονται για τους άλλους και θα το δείχνουν μέσα από τις επιλογές τους». Αναφέρεται επίσης στο εκπαιδευτικό πρόγραμμα με το δυναμικό σλόγκαν «Μπορούμε στο σχολείο», για να δώσει έμφαση στη σημασία της ενημέρωσης μέσα από το σχολείο. Χρησιμοποιεί συστηματικά το πρώτο πληθυντικό πρόσωπο για να τονίσει την προσωπική εμπλοκή της δικής της οικογένειας με αυτήν την ολιστική αντιμετώπιση. Χρησιμοποιεί το προσωπικό παράδειγμα της οικογένειάς της για να τονίσει πως πρέπει να μιλάμε στα παιδιά γι αυτό το θέμα και πως οι καλές συνήθειες αρχίζουν από την παιδική ηλικία. Τίποτα δεν πάει χαμένο, «... δεν πετάμε τίποτα...»!</p>	(10)

Example from the Sample Assessment Materials, **Question 8**

- 8** Να εξηγήσετε πώς χειρίζονται το λόγο οι συγγραφείς της ιστοσελίδας για να πείσουν τους καταναλωτές πως η αντιμετώπιση του προβλήματος είναι και δική τους ευθύνη. Να εντοπίσετε στο κείμενο λέξεις ή φράσεις που τεκμηριώνουν την εξήγησή σας.

(Σύνολο για την Ερώτηση 8 = 10 μονάδες)

ΣΥΝΟΛΟ ΓΙΑ ΤΟ ΔΕΥΤΕΡΟ ΚΕΙΜΕΝΟ = 17 ΜΟΝΑΔΕΣ

Mark scheme indicative content:

Question number	Indicative content	Mark
8	<p>Suggested answer:</p> <p>Η ιστοσελίδα χρησιμοποιεί το δεύτερο πληθυντικό πρόσωπο της προστακτικής για να μεταθέσει την ευθύνη για την σπατάλη αλλά και τη λύση της στον καθένα από εμάς. Πολλά από τα παραδείγματα που δίνονται είναι οικεία, καθώς αφορούν μικρές καθημερινές συνήθειες όλων μας: π.χ. το ότι δεν αγοράζουμε λαχανικά που έχουν περίεργο σχήμα ή το ότι πετάμε τρόφιμα μόλις περάσει η ημερομηνία λήξης. Επίσης, τα στατιστικά στοιχεία που δίνονται τονίζουν πως οι συνήθειές μας δεν είναι αυτές που πρέπει. Λόγου χάρη, οι Έλληνες αποφεύγουν να πάρουν μαζί τους το φαγητό που περισσεύει όταν τρώνε έξω: «ΗΠΑ: 50%». Λέξεις όπως «δυστυχώς» ή «δηλητηριάζει» τονίζουν την ανάγκη μιας επείγουσας λύσης. Προτροπές όπως «Ακολουθώντας τις παραπάνω συμβουλές, γίνεστε αυτόματα πρότυπο και πρεσβευτής οικολογικής συμπεριφοράς και για άλλους συνανθρώπους σας, ειδικά για τα παιδιά σας» δείχνουν πως η οικολογική συνείδηση πρέπει να γίνεται πράξη.</p>	(10)

For Questions 4 and 8, students' work is marked using the assessment criteria given in the grid below.

The writer's craft mark grid

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none"> • Basic explanation of how the writer creates effect through linguistic and structural techniques. • The evidence selected is of limited relevance to the points being made.
3–4	<ul style="list-style-type: none"> • Underdeveloped explanation of how the writer creates effect through linguistic and structural techniques, with ambiguity. • The evidence selected is generally relevant to the points being made.
5–6	<ul style="list-style-type: none"> • Clear explanation of how the writer creates effect through linguistic and structural techniques. There may be some areas of ambiguity but the overall response is clear. • The evidence selected is relevant to the points being made.
7–8	<ul style="list-style-type: none"> • Detailed explanation of how the writer creates effect through linguistic and structural techniques, with no ambiguity. • The evidence selected fully supports the points being made.
9–10	<ul style="list-style-type: none"> • Perceptive explanation and analysis of how the writer creates effect through linguistic and structural techniques. • The evidence selected is precise and fully supports the points being made.

In question 9 candidates are required to compare the two texts in the extracts booklet in part one. The question will ask students to compare. The questions may start with 'Compare how the writers...' or 'Compare the writers...'. For example, 'Compare the ways in which the two texts treat the theme of food waste.'

Then they invite candidates to 'Use evidence from the two texts to support your answer.'

One type of response to this question could be structured by writing about the first point – for example, the first writer's positive impressions – in the first half and then use a connective and, in the second half, write about the second point – for example the second writer's negative impressions.

A more sophisticated answer would compare them point by point throughout.

A good response provides a balanced account of the similarities and differences between the two texts, supported by apt analysis and appropriate evidence.

The indicative responses in the SAMs illustrate the characteristics of a good response that could gain marks from the top band of the response mark grid.

Example from the Sample Assessment Materials, **Question 9**

- 9** Να συγκρίνετε τους τρόπους με τους οποίους τα δύο κείμενα χειρίζονται το θέμα της σπατάλης τροφίμων. Να εντοπίσετε στα κείμενα λέξεις ή φράσεις που τεκμηριώνουν την απάντησή σας. Μπορείτε να χρησιμοποιήσετε μερικές από τις ιδέες στις απαντήσεις σας στις ερωτήσεις 4 και 8 για να κάνετε τη σύγκριση.

(Σύνολο για την Ερώτηση 9 = 15 μονάδες)

ΣΥΝΟΛΟ ΓΙΑ ΤΟ ΠΡΩΤΟ ΜΕΡΟΣ = 49 ΜΟΝΑΔΕΣ

Mark scheme indicative content:

Question number	Indicative content	Mark
9	<p>Suggested answer:</p> <p>Στο πρώτο κείμενο, η κυρία Παπασταύρου απαντάει στις ερωτήσεις ενός δημοσιογράφου και μιλάει για το θέμα της εξοικονόμησης τροφίμων μέσα από την προσωπική της εμπειρία και τη δράση της οργάνωσής της. Μέσα από τη συνέντευξη μας μιλά με οικειότητα και λέει:</p> <p>«Ήμουν εθελόντρια στην Ελληνική Τράπεζα Τροφίμων, αλλά αισθανόμουν πως αυτό δεν έφτανε. Ήθελα να βοηθήσω περισσότερο και να βρω τη λύση στο πρόβλημα της πείνας».</p> <p>Στο δεύτερο κείμενο δεν ξέρουμε τίποτα για τον συγγραφέα ούτε για την εμπειρία του. Δίνονται δέκα κανόνες, ή δέκα εντολές θα μπορούσαμε να πούμε, που μέσω της προστακτικής παροτρύνουν τους καταναλωτές να υιοθετήσουν μια συγκεκριμένη συμπεριφορά:</p> <p>«Η προσπάθεια σχετικά με τη μείωση της σπατάλης φαγητού στην κοινωνία θα έχει καλύτερα αποτελέσματα, αν ο κάθε καταναλωτής ακολουθεί καθημερινά μερικά απλά βήματα».</p> <p>Επομένως, μια πρώτη διαφορά όσον αφορά το χειρισμό του θέματος έχει να κάνει με το είδος του κειμένου, το ύφος και τη «φωνή» του συγγραφέα: Προσωπικό και πιο άτυπο ύφος στο πρώτο κείμενο, μια συνέντευξη σε περιοδικό και πιο γενικό και τυπικό στο δεύτερο, μια ιστοσελίδα από τον ιστότοπο της οργάνωσης.</p> <p>Και τα δύο κείμενα υποστηρίζουν με την ίδια έμφαση την ανάγκη δράσης, μέσα από πράξεις αλλά και μέσα από την επιμόρφωση, για ν' αλλάξουν πολλές από τις αρνητικές και επιβλαβείς για το περιβάλλον συνήθειες. Το υποστηρίζουν αυτό με διαφορετικό τρόπο. Η κυρία Παπασταύρου μας δίνει συγκεκριμένα παραδείγματα από αυτά που είδε: «Μεγάλες εταιρείες έκαναν δεξιώσεις και στο τέλος πετούσαν στα σκουπίδια ολόκληρες πιατέλες με φαγητό»!</p> <p>Η ιστοσελίδα μας δίνει στοιχεία και παραδείγματα που επίσης δείχνουν κακές συνήθειες καταναλωτών στην Ελλάδα και στον κόσμο, αλλά μ' ένα γενικό τρόπο, χωρίς την αίσθηση του αυτόπτη μάρτυρα: «Πολλά φρούτα και λαχανικά πετιούνται επειδή δεν έχουν το «σωστό» μέγεθος, σχήμα ή χρώμα»!</p> <p>Επίσης, σε αντίθεση με την κυρία Παπασταύρου, η οποία χρησιμοποιεί το</p>	

	<p>πρώτο ενικό και πληθυντικό για να δώσει παραδείγματα σωστής συμπεριφοράς, «έχουμε σώσει πάνω από 9.000.000 μερίδες φαγητού», «δεν σταματάμε στο να σώζουμε», «δεν πετάμε τίποτα», οι συγγραφείς της ιστοσελίδας παροτρύνουν πολύ ανοιχτά τους καταναλωτές να μην υιοθετούν λάθος συμπεριφορά, χρησιμοποιώντας το απαγορευτικό «Μην»: «Μην υποκύψετε σε διαφημίσεις», «Μην τις ακολουθείτε τυφλά», «μην ντρέπεστε να ζητήσετε» κ.λπ.</p> <p>Τέλος, και τα δύο κείμενα υποστηρίζουν την ανάγκη του να δίνει ο κάθε καταναλωτής το σωστό παράδειγμα μέσα από τον τρόπο που ζει. Και τα δύο κείμενα δείχνουν τη σημασία του να μαθαίνουν από νωρίς τα παιδιά αυτή τη συμπεριφορά, είτε μέσα από συζητήσεις είτε βλέποντας τους μεγάλους να φέρονται σωστά. Η κυρία Παπασταύρου μιλάει για τον τρόπο που διδάσκει στα δικά της παιδιά τι να κάνουν με το φαγητό που περισσεύει, «Μιλώ στα δικά μου παιδιά γι αυτό το θέμα με πολύ πρακτικό τρόπο», ενώ οι συγγραφείς της ιστοσελίδας προειδοποιούν πως «Τα παιδιά μαθαίνουν το σωστό ακούγοντας αλλά και παρακολουθώντας αυτά που γίνονται γύρω τους».</p>	(15)
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For Question 9, students' work is marked using the assessment criteria given in the grid below.

The comparative response mark grid

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> • The response demonstrates a basic comparison between the texts. • Basic explanation of writers' ideas. • The evidence selected is of limited relevance to the points being made.
4–6	<ul style="list-style-type: none"> • The response considers obvious comparisons between the texts. • Underdeveloped explanation of writers' ideas and how they are conveyed using linguistic and structural techniques, with ambiguity. • The evidence selected is generally relevant to the points being made.
7–9	<ul style="list-style-type: none"> • The response considers a range of comparisons between the texts. • Clear explanation of both writers' ideas and how they are conveyed using linguistic and structural techniques. There may be some areas of ambiguity but the overall response is clear. • The evidence selected from both texts is relevant to the points being made.
10–12	<ul style="list-style-type: none"> • The response considers a wide range of comparisons between the texts. • Detailed explanation of both writers' ideas and how they are conveyed using linguistic and structural techniques, with no ambiguity. • The evidence selected from both texts fully supports the points being made.
13–15	<ul style="list-style-type: none"> • The response considers perceptive comparisons between the texts. • Analysis of both writers' ideas and how they are conveyed using linguistic and structural techniques. • The evidence selected is balanced across both texts, is precise and fully supports the points being made.

Part Two: Summary

The text to be summarised in this question may be between 340-360 words and requires a summary of 100-150 words. The text may be taken from any source – journalistic prose or fiction – but it will contain clearly identifiable main points. It is expected that writers will write four main points and be marked on their understanding of the text and on their ability to write clearly.

- Students are advised to allocate approximately 30 minutes to Part Two.
- There will be a 6-mark summary question.
- Students will answer the one question in this section.
- Total of 6 marks for this section.
- Questions will test the following assessment objective:

AO1

– Summarise information.

Example from the Sample Assessment Materials, Question 10

ΔΕΥΤΕΡΟ ΜΕΡΟΣ: Περίληψη

10 Να διαβάσετε το άρθρο με θέμα τον τουρισμό στην Ελλάδα. Να συνοψίσετε με δικά σας λόγια τα κύρια σημεία που επισημαίνει το άρθρο. Να γράψετε περίπου 100-150 λέξεις.

(Σύνολο για την ερώτηση 10 = 6 μονάδες)

ΣΥΝΟΛΟ ΓΙΑ ΤΟ ΔΕΥΤΕΡΟ ΜΕΡΟΣ = 6 ΜΟΝΑΔΕΣ

Mark scheme

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> • The response demonstrates a basic comparison between the texts. • Basic explanation of writers' ideas. • The evidence selected is of limited relevance to the points being made.
4–6	<ul style="list-style-type: none"> • The response considers obvious comparisons between the texts. • Underdeveloped explanation of writers' ideas and how they are conveyed using linguistic and structural techniques, with ambiguity. • The evidence selected is generally relevant to the points being made.
7–9	<ul style="list-style-type: none"> • The response considers a range of comparisons between the texts. • Clear explanation of both writers' ideas and how they are conveyed using linguistic and structural techniques. There may be some areas of ambiguity but the overall response is clear. • The evidence selected from both texts is relevant to the points being made.
10–12	<ul style="list-style-type: none"> • The response considers a wide range of comparisons between the texts. • Detailed explanation of both writers' ideas and how they are conveyed using linguistic and structural techniques, with no ambiguity. • The evidence selected from both texts fully supports the points being made.
13–15	<ul style="list-style-type: none"> • The response considers perceptive comparisons between the texts. • Analysis of both writers' ideas and how they are conveyed using linguistic and structural techniques. • The evidence selected is balanced across both texts, is precise and fully supports the points being made.

Part Three: Grammar

This section includes two 10-mark questions, each assessing different grammar skills. In exercises 11 and 12 students are required to demonstrate their understanding of grammatical usage in a series of exercises. In particular, they are required to

- show their awareness of the rules of grammar, in order to understand relationships between parts of speech in a text
- demonstrate understanding of its content
- and apply the conventions of grammar in order to produce and manipulate content pertinently and accurately.

In question 11 students read sentences that have been isolated from the texts in the extracts booklet. Students then transform and recast the sentence using the word in brackets. For example, in the SAMs you will find the following example:

Please tell us what inspired you. (of inspiration)

Students will need to take the sentence and transform it so that they use the words in brackets. One suggested answer is ‘Tell us what was the source **of** your **inspiration**.’

Each sentence in question 11 will have a prompt (in brackets) which must be used as cited. Students cannot change/adapt the prompt. Transformation exercises are a common feature in language testing as they invite learners to consciously manipulate language patterns, demonstrating their awareness of structures. Transformation exercises can focus on manipulating structures and/or producing new vocabulary that alters the syntax of the sentence. What is important is that the prompt must be used as is.

Example from the Sample Assessment Materials, **Question 11(a)**

ΤΡΙΤΟ ΜΕΡΟΣ: Γραμματική

11 Να διαβάσετε τις ακόλουθες προτάσεις από τα κείμενα στο πρώτο μέρος και στο δεύτερο μέρος. Να ξαναγράψετε τις προτάσεις χρησιμοποιώντας τις λέξεις στην παρένθεση, χωρίς να αλλάξετε το νόημά τους.

Π.χ.

Πείτε μας πώς εμπνευστήκατε την ιδέα. (έμπνευσης)

Πείτε μας ποια ήταν η πηγή της έμπνευσής σας.

(α) Απορούσα και θύμωνα πολύ μ' αυτά που έβλεπα. (ένιωθα)

(1)

Question 11(a) mark scheme suggested answer:

(α) Απορούσα και θύμωνα πολύ μ' αυτά που έβλεπα. (ένιωθα) Ένιωθα απορία και θυμό μ' αυτά που έβλεπα.

In question 12 students read a whole text of 80-100 words and they conjugate the words in the gaps. In the text, the missing words are replaced by (a) – (j) and listed underneath with an example

In addition:

- Students are advised to allocate approximately 30 minutes to Part Three.
- There will be two 10-mark questions, each assessing different grammar skills.
- Students will answer all questions in this section.
- Total of 20 marks for this section.
- Questions will test the following assessment objective.

AO3

- Show understanding and correct application of the morphology of nouns, adjectives, pronouns and verbs.
- Show understanding and correct application of the syntax relating to the verb and verb phrase, the noun and noun phrase.

4.2 Paper 2: Writing

Paper 2 assesses 40% of the total Greek (First Language) qualification through two writing tasks. In this paper students are required to convey their understanding of Greek through two pieces of continuous writing.

- Students are advised to allocate approximately 45 minutes to each writing question.
- Students will answer two 25-mark questions out of a choice of three questions in this section.
- Total of 50 marks for this section.
- Questions will test the following assessment objective.

AO2

- Communicate in writing effectively and imaginatively, in different forms for particular audiences and purposes.
- Organise writing into clear and coherent sentences and whole texts.
- Use accurate spelling.

The three titles will include the following purposes: to argue, to narrate, to describe, to persuade, to inform, to explain. The forms of writing could include a discursive essay, a narrative, a description, a letter, an article, an email, a speech or an information leaflet. Irrespective of language skills, a response cannot be deemed satisfactory if it fails to show a clear focus on the purpose and appropriacy with regard to the intended audience. For a candidate to gain marks in this paper, evidence of accuracy of language must be accompanied by good organization of the main thesis/ideas, relevance to the task and focus on the purpose and intended reader(s).

Example from the Sample Assessment Materials, Question 1

Γραπτός λόγος

Να διαλέξετε **δύο** από τις τρεις ερωτήσεις που ακολουθούν και να γράψετε **δύο** εκθέσεις.

Να γράψετε 300-350 λέξεις περίπου για την κάθε έκθεση.

1 Να περιγράψετε έναν ήρωα/μία ηρωίδα της καθημερινότητάς σας.

Μπορείτε να συμπεριλάβετε

- περιγραφή του ανθρώπου που θεωρείτε «ήρωα/ηρωίδα της καθημερινότητάς σας»
- σχολιασμό των πράξεων και της συμπεριφοράς του
- γιατί είναι σημαντικό να υπάρχει ήρωας στην καθημερινή ζωή των νέων.

(Σύνολο για την Ερώτηση 1 = 25 μονάδες)

Question 1 indicative content

Question number	Indicative content	Mark
1	<p>Indicative content may include:</p> <ul style="list-style-type: none"> • περιγραφικό λόγο σχετικά μ' ένα ήρωα της καθημερινότητας. Η περιγραφή πιθανόν να περιλαμβάνει φυσικά χαρακτηριστικά εφόσον αυτά συνδέονται με την περιγραφή του χαρακτήρα και της συμπεριφοράς του ατόμου αυτού • εξήγηση και αιτιολόγηση της επιλογής ενός συγκεκριμένου ήρωα, με ανάλογες περιγραφές και σχόλια πράξεων καθημερινού ηρωισμού, ή παραδειγμάτων αυταπάρνησης, προθυμίας για παροχή βοήθειας, κοινωνικής προσφοράς κλπ • απόψεις υπέρ ή κατά της σημασίας του να υπάρχουν ήρωες/πρότυπα στη ζωή των νέων. 	(25)

Questions 1, 2, 3 Mark Scheme

For these questions, students' work is marked by Pearson using assessment criteria given in the following two mark grids:

- Communication and content
- Application and accuracy of language

The grids will be applied twice, once for each piece of writing individually.

Communication and content mark grid

Mark	Descriptor
0	No rewardable material.
1–3	<ul style="list-style-type: none"> • Communication is at a basic level and points made are of limited relevance. • Task shows little focus on the purpose and intended reader. • Piece shows limited evidence of coherence.
4–6	<ul style="list-style-type: none"> • Communication is generally appropriate and relevant points are made, with ambiguity. • Task is generally focused on the purpose and intended reader. • Piece is linked using structural techniques.
7–9	<ul style="list-style-type: none"> • Communicates clearly and a range of relevant points are made. There may be some areas of ambiguity but the overall response is clear. • Task is clearly focused on the purpose and intended reader. • Piece is clearly linked, using structural techniques.
10–12	<ul style="list-style-type: none"> • Communicates effectively, and response to the task is comprehensive and relevant, with no ambiguity. • Task is securely focused on the purpose and intended reader. • Piece is effectively linked, using a range of structural techniques.
13–15	<ul style="list-style-type: none"> • Communication is subtle at times and response to the task is fully comprehensive and relevant. • Task is sharply focused on the purpose and intended reader. • Piece is linked, using structural techniques in a sophisticated and skilful way.

Application and accuracy of language

Mark	Descriptor
0	No rewardable material.
1–2	<ul style="list-style-type: none"> • Language is basic and a limited range of vocabulary is employed. • Basic language structures are used. • Spelling is sometimes accurate.
3–4	<ul style="list-style-type: none"> • Language is generally appropriate to the task and a range of vocabulary is employed. • Basic language structures are used successfully. • Spelling of simple and more complex words is generally accurate.
5–6	<ul style="list-style-type: none"> • Language is appropriate to the task and a range of suitable vocabulary is employed. • More complex language structures are used, with some success. • Spelling of a range of words is mostly accurate.
7–8	<ul style="list-style-type: none"> • Language is often used imaginatively and a wide range of suitable vocabulary is employed. • Effective use of a range of language structures. • Spelling is almost always accurate.
9–10	<ul style="list-style-type: none"> • Language is consistently used imaginatively and a wide range of well-chosen vocabulary is employed. • Ambitious and confident use of a range of language structures. • Spelling is consistently accurate, including challenging vocabulary.

4.3. Command word taxonomy

The table below lists the command words that are used in questions in Papers 1 and 2. Command words will be consistent in every paper. For example, every question 1 will use the command word *Να ορίσετε*, as shown in the first row of the table.

Να ορίσετε	Used for short answer questions 1 and 5 in Part One of Paper 1 (AO1). For example: «Να ορίσετε το στόχο αυτής της ιστοσελίδας»
Τι/ Πώς/ Ποιος/Γιατί	Used for short answer questions 2, 3, 6 and 7 in Paper 1 (AO1). These questions ask for an opinion based on the text; to expand on information; and to identify information (AO1). For example: «Πώς μπορούμε να είμαστε δημιουργικοί με τα τρόφιμα, για να αποφύγουμε τη σπατάλη;» «Ποιες δυο συνήθειες θα έπρεπε να υιοθετήσουν τα νοικοκυριά;» «Γιατί συχνά η αγορά των προϊόντων σε χαμηλή τιμή δεν είναι έξυπνη κίνηση;» «Πώς γίνονται επικίνδυνα για το περιβάλλον τα τρόφιμα που πετάμε;»
Να εξηγήσετε	Used for the more extended open response questions 4 and 8 in Paper 1 (AO1). For example: «Να εξηγήσετε πώς χειρίζονται το λόγο οι συγγραφείς της ιστοσελίδας για να πείσουν τους καταναλωτές πως η αντιμετώπιση του προβλήματος είναι και δική τους ευθύνη»

Να συγκρίνετε	Used for the extended open response question 9 in Paper 1 (AO1). For example: «Να συγκρίνετε τους τρόπους με τους οποίους τα δύο κείμενα χειρίζονται το θέμα.»
Να συνοψίσετε	Used for the summary question in Part Two of Paper 1 (AO1) ‘Να συνοψίσετε με δικά σας λόγια τα κύρια σημεία του άρθρου.»
Να διαβάσετε/ να ξαναγράψετε/ να αλλάξετε/να συμπληρώσετε/ να βάλετε/ να απαντήσετε /να τεκμηριώσετε/ να εντοπίσετε/να διαλέξετε	Used for questions in both papers. For example: Paper 1: «Να απαντήσετε στις ερωτήσεις που ακολουθούν με δικά σας λόγια» «Να τεκμηριώσετε την απάντησή σας με μια πρόταση από το κείμενο» «Να εντοπίσετε στο κείμενο λέξεις ή φράσεις που τεκμηριώνουν την εξήγησή σας» «Να ξαναγράψετε τις προτάσεις χρησιμοποιώντας τις λέξεις στην παρένθεση, χωρίς να αλλάξετε το νόημά τους» «Να βάλετε το ρήμα στο σωστό τύπο» «Να συμπληρώσετε τα κενά» Paper 2: «Να διαλέξετε δύο από τις τρεις ερωτήσεις που ακολουθούν και να γράψετε δύο εκθέσεις»
Να περιγράψετε Να πείσετε Να εξηγήσετε Να πληροφορή-σετε Να διηγηθείτε Να αφηγηθείτε Κατά πόσον συμφωνείτε.. Να εκφράσετε τη γνώμη σας σχετικά με...	Used for the extended writing questions in Paper 2 (AO2). These command words may not necessarily be at the beginning of the question. For example: «Στο σύγχρονο σχολείο η διδασκαλία πρέπει να βασίζεται στο διάλογο και όχι στο μονόλογο του καθηγητή». Συμφωνείτε;

It is clear from the table above that every question and command word targets one particular assessment objective. The command words elicit the response required from the candidate to meet the requirements for each Assessment Objective and the relevant mark grid. For example, question 1 is marked using a points based mark scheme and only one piece of information is required from the text for one mark. Therefore, the command word ‘Identify’ is used.

For more open questions that are marked using a levels based mark schemes, command words that elicit a more comprehensive explanation – for example ‘Explain’ – are used. The command words also reflect the paper and part of the paper. For example, ‘Summarise’ is used in Part Two of Paper 1, the summary section. In Paper 2, the command words reflect the six styles (purposes) of the candidate’s written responses so they can meet the requirements of the Communication and content mark grid.

5. Planning and Delivery

The International GCSE course in Greek (First Language) is linear and 100% externally assessed. This specification has been designed so that the content is clear and that it is manageable for centres to deliver within the guided 120 learning hours over a two-year period. Structured across 10 themes, our flexible programme of study allows time for a focused revision period at the end of the course. There is a range of possible ways of planning the delivery of the specification and centres will need to decide on a delivery model that suits their teaching methods, school timetables and students. The time allocated to each of the elements of the specification may reflect the weighting of that element. Skills do not have an equal weighting, as they have the following weightings: AO1 44%, AO2 40% and AO3 16%. In this respect, teacher may decide to allocate more time to tasks reflecting AO1 and AO2 and less time on tasks reflecting AO3.

There will be equal weighting between the topics in the assessment. To prepare students adequately for this assessment, teachers should present and exploit a range of vocabulary relevant to each topic and ensure that there is adequate coverage of the linguistic structures listed in Appendix 5 of the specification.

6. Course planner

There is an editable scheme of work that accompanies this guide. In the scheme of work, teachers will find suggested approaches that teachers and centres may wish to adapt to suit their particular context and schedules. The scheme of work provides guidance which includes a list of resources and lesson suggestions.

The accompanying SoW is based on 6 terms of 10 weeks each and of two lessons per week. International GCSEs have 120 guided learning hours and time spent on in-class revision is included in this total. This is one possible model of delivery and includes considerable revision time (ten weeks). It is configured on the understanding that some topic areas are cognate and may overlap. The first few lesson ideas in the scheme of work are somewhat lengthier than the ones that follow, as they establish a pattern, which is to be emulated in the lesson ideas that come later.

The scheme of work is broken down as follows in this course planner. Please refer to the scheme of work for more details.

Two year course planner

Term	Weeks	Theme	Topic areas covered	Guided Learning Hours
1	1-5	Topic Area A – Youth Matters Potential cross-referencing to topic areas on: Education, Culture, Environment	Relationships, family Relationships with friends Identity issues and teenage problems	10
1	6-10	Topic Area B – Education	The role of education and challenges of today's educational system Educational models	10
2	1-5	Topic Area C – Media Potential cross-referencing to topic areas on: Technology, Youth matters	Synchronous (radio, TV) and asynchronous (blogs, newspapers, magazines) media and their role in the dissemination of information, in education and in our everyday life The role of technology in today's media, education and social networking	10
2	6-10	Topic Areas D – Culture Potential cross-referencing to topic areas on: Youth matters, Education.	Youth culture: music, fashion and lifestyle (cognate topic area: topic area A: Youth matters, topic Area B: Education, topic area E: Sport and Leisure) Forms of entertainment: then and now Popular culture versus highbrow culture Culture in Education World cultures	10
3	1-5	Topic Area E – Sport and Leisure Potential cross-referencing to topic areas on: Health, Youth Matters, Education, travel and tourism.	Sport, Fitness and health Sportsmanship and competition Men and women in sport Leisure, free time and modern lifestyle	10
3	6-10	Topic Area F – Travel and Tourism Potential cross-referencing to topic areas on: Culture, Leisure, Environment.	The benefits of travel How travel has changed/new types of tourism Travel, tourism and the environment Tourism and its impact on local communities	10

A Getting started for teachers

Term	Weeks	Theme	Topic areas covered	Guided Learning Hours
4	1-5	Topic Area G – Business, work and employment	Types of jobs Equality in the work place Economic issues: progress and crises Business and technology Children in the workplace Part time work	10
4	6-10	Topic Area H – Environment	Environmental issues Saving the environment Government vs Individual roles Weather and climate	10
5	1-5	Topic Area I – Health	The challenges of staying healthy vis a vis a modern lifestyle Accidents, injuries, common ailments Healthy eating	10
5	6-10	Topic Area J –Technology Potential cross-referencing to topic areas on: Media, Business and employment, Environment.	Technological advancement Pros and cons New technologies and social interactions Technology and the environment	10
6	1-10	All topics – examination skills- all assessment objectives	Revision term before final examination	20

7. Resources

1. The following electronic resources provide abundant material relevant to the 10 topics (including source texts, exemplar activities and essays).
 - i. <http://www.odyssey.com.cy>
 - ii. Ο λόγος ανάγκη της ψυχής (Β' & Γ' Γυμνασίου):
http://econtent.schools.ac.cy/mesi/logotechnia/didaktiko_yliko
 - iii. Διαδραστικά σχολικά βιβλία Γλώσσας, Έκφρασης Έκθεσης και Λογοτεχνίας:
<http://ebooks.edu.gr>
 - iv. http://e-didaskalia.blogspot.co.at/2012/09/blog-post_6962.html
2. The following indicative list of online newspapers and journals has published and may often publish material relevant to all the topics of this specification.
 - i. <http://www.efsyn.gr/ellada>
 - ii. Περιβάλλον 21: <http://www.perivallon21.gr>
 - iii. <http://www.kathimerini.gr/>
 - iv. <http://www.kathimerini.com.cy/gr/>
 - v. For a list of open access journals: http://library.ucy.ac.cy/el/sources/e-journals/greek_e-journals
3. The following links may offer useful insights into essay writing.
 - i. <http://taxeiola.blogspot.co.at/2013/10/diagonimata-ekthesi-a-lykeiou.html>
 - ii. <http://ebooks.edu.gr/courses/DSGL-A110/document/4e5b3256a3vv/4e5b3267k0hf/4e9d5c93w40v.pdf>
 - iii. <http://ebooks.edu.gr/modules/ebook/show.php/DSEPAL-C104/655/4179,19458/>
4. The portal for Greek language offers a wealth of resources and studies.
<http://www.greek-language.gr/greekLang/index.html>

Student Guide

Why study the Pearson Edexcel International GCSE in Greek (First Language)?

This course will enable you to:

- develop your ability to read, understand and respond to a variety of texts
- develop your understanding of the structure and variety of language
- develop an understanding of the world around you and an appreciation of the richness, beauty and diversity of the Greek language

What do I need to know, or be able to do, before taking this course?

We recommend that students should be able to read and write in Greek at a first language level; otherwise, there are no prior learning requirements for this qualification.

Is this the right subject for me? Have a look at our qualification overview to get an idea of what's included in this qualification. Then, why not get in touch with our student services, students@pearson.com, to discuss any outstanding questions you might have? You could also have a look at <http://qualifications.pearson.com/en/campaigns/pearsonqualifications-around-the-world.html#tab-Edexcel> to find out what students and education experts around the world think about our qualifications.

How will I be assessed? This course is assessed through 100% examination.

What can I do after I've completed the course? You can progress onto further study of other subjects at IAL and A Level, and then onto Higher Education.

What next? Talk to your subject teacher at school or college for further guidance, or if you are a private candidate you should visit <http://qualifications.pearson.com/en/support/support-for-you/students.html>

For information about Edexcel, BTEC or LCCI qualifications
visit qualifications.pearson.com

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