

INTERNATIONAL ADVANCED LEVEL Greek

Getting Started

Pearson Edexcel International Advanced Subsidiary in Greek (XGK01)

Pearson Edexcel International Advanced Level in Greek (YGK01)

For first teaching in September 2016
First examination June 2017

Issue 1

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ISBN 9781446932520

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Introduction

This Getting Started guide will give you an overview of the International Advanced Level (IAL) in Greek 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.

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.

Reflect today's global world

Building on the strengths of the previous Pearson qualification in Greek, this new specification develops an understanding of current developments in the Greek-speaking world, Greece and Cyprus in particular.

Clear assessments

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 glossary.

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.

Skills for progression

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.

Support for delivering the new specification

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

Planning – In addition to the relevant section in this guide, we will provide a scheme of work that you can adapt to suit your department.

Teaching and learning – To support you in delivering the new specification, we will provide suggested resource lists and suggested activities.

Understanding the standard – Sample assessment materials will be provided.

Tracking learner progress – Results Plus provides the most detailed analysis available of your students' exam performance. It can help you identify topics and skills where students could benefit from further learning.

Support – Our Subject Advisor service, and online community, will ensure you receive help and guidance from us as well as enabling you to share ideas and information with each other. You can sign up to receive e-newsletters from the subject adviser – teachinglanguages@pearson.com to keep up to date with qualification updates, and product and service news.

Qualification Overview

This section provides an overview of the course to help you see what you will need to teach. The overview gives a general summary of each of the examined units.

Specification overviews

The IAL in Greek is structured into two units with two externally-assessed examinations, available twice a year in January and June.

Unit 1	Unit 2
Paper 1: Understanding and Written Response	Paper 2: Writing and Research

Assessment overviews

Unit 1: IAS	Unit 2: IA2
External assessment: written examination Total marks: 80 Weighting: 50% of the total IAL marks Examination time: 2 hours 30 minutes	examination Total marks: 80 Weighting: 50% of the total IAL marks Examination time: 3 hours

Assessment Objectives and weightings

The Assessment Objectives are the same for both AS and A2 level but the weightings are different.

		%in IAS	%in IA2	%in IAL
AO1	Understand and respond, in writing, to written language.	28.1	15.6	43.7
AO2	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.	21.9	28.1	50.0
AO3	Respond critically to themes and ideas from selected topics, cultural texts or films.	0	6.3	6.3

Assessment guidance

Unit 1: Understanding and Written Response	Paper code: WGK01/01
Externally assessed Availability: January and June First assessment: June 2017	50% of the total IAL raw marks
<p>Content summary</p> <p>This unit consists of three sections.</p> <ul style="list-style-type: none"> ■ Section A: Reading ■ Section B: Grammar ■ Section C: Essay <p>Students are required to convey their understanding of written Greek through a series of reading tasks. They also need to draw on and apply their knowledge of Greek language, grammar and lexis, to produce a short translation from Greek into English, as well as demonstrate an ability to manipulate Greek language in continuous writing.</p> <p>Students will be expected to recognise and use Greek in a variety of contexts and in relation to the following general topic areas:</p> <ul style="list-style-type: none"> ■ Youth matters ■ Lifestyle, health and fitness ■ Environment and travel ■ Education and employment 	
<p>Assessment</p> <p>2 hour 30 minute examination in three sections</p> <p>Section A: Students will need to understand, retrieve and convey information from a short series of different Greek-language texts. They will be required to provide a mix of non-verbal and Greek-language responses.</p> <p>Section B: Students will be assessed on their ability to manipulate Greek linguistic patterns, structures and phrases, in order to form or complete meaningful sentences. Students will be asked to carry out tasks such as sentence transformation and grammar exercises that require the correct form of a certain structure, e.g. verb, noun.</p> <p>Section C: Students will write a 240-280 word essay, in Greek, in response to a short Greek-language stimulus and related bullet points. The assessment rewards students for communicating relevant information effectively, as well as for the quality of the Greek language produced.</p>	

Paper 2: Writing and Research	Paper code WGK02/01
Externally assessed Availability: January and June First assessment: June 2018	50% of the total IAL raw marks
<p>Content summary</p> <p>This unit consists of three sections.</p> <ul style="list-style-type: none"> ■ Section A: Translation ■ Section B: Creative/discursive Essay ■ Section C: Research-based Essay <p>Students are required to demonstrate skills in advanced level Greek reading, in the transfer of meaning from English into Greek and in continuous writing. In addition to the creative/discursive essay, and in order to promote research and a deeper knowledge and understanding of Greek culture and/or society, students must produce one Greek-language essay in response to questions related to their chosen topic(s) and/or text(s).</p> <p>Students will be expected to recognise and use Greek in a variety of contexts and in relation to the following general topic areas::</p> <ul style="list-style-type: none"> ■ Youth matters ■ Lifestyle, health and fitness ■ Environment and travel ■ Education and employment ■ Technology in the Greek-speaking world ■ Society in the Greek-speaking world ■ Ethics in the Greek-speaking world. 	
<p>Assessment</p> <p>3-hour examination in three sections</p> <p>Section A: Students will be expected to undertake a short translation from English into Greek. The translation will be marked according to translation specific assessment criteria.</p> <p>Section B: : Students will write a 240-280 word essay, in Greek, in response to a short Greek-language stimulus. Students will choose to write creatively or discursively on the topic through the two options provided. The assessment rewards students for communicating relevant information effectively, as well as for the quality of the Greek language produced.</p> <p>Section C: Students must answer one question, in Greek, that each relate to a topic or a text chosen from the prescribed list featured in Section 2.4 (Set topics, texts and films). A choice of two questions will be offered for each of the prescribed topics and texts. Students should write 300-400 words.</p>	

Planning

Planning and delivering the modular IAS and IAL in Greek

The IAL in Greek qualification is modular with assessment opportunities available twice each year, in January and June. One unit of assessment (e.g. Unit 1, IAS) may be taken at an appropriate stage in the course or both units may be assessed in their entirety at the end.

Delivery models

One of the first decisions that centres will have to make is whether they intend to offer a sequential or thematic approach. A modular A Level facilitates adaptive learning and offers a more flexible approach as topics can be selected in an order that meets the needs of the students.

Teaching IAS and IAL

The IAS level is embedded in the IAL. The first four topics are common to both qualifications, whereas topics in bold indicate areas that will be assessed for IAL only – for example:

- Youth matters
- Lifestyle, health and fitness
- Environment and travel
- Education and employment
- **Technology in the Greek-speaking world**
- **Society in the Greek-speaking world**
- **Ethics in the Greek-speaking world.**

Content relating to the common topic areas may be assessed at both IAS and IAL, but the style of questions may be differentiated. For example, an IAS question on health and fitness may be in the form of multiple-choice questions, where the same content at IA2 Level may be assessed through a discursive essay.

Suggested resources

To support the teaching and learning of the new specification, we have provided a comprehensive suggested resources and bibliographies list to capture a range of sources, which you may find useful, on pages 26 – 31.

Unit overview

The overview gives a summary of the content of each unit so that you can organise your teaching effectively.

Unit 1 Paper 1: Understanding and Written Response
Topics:
<ul style="list-style-type: none">• Youth matters• Lifestyle, health and fitness• Environment and travel• Education and employment
Assessment
<ul style="list-style-type: none">• Section A: Reading• Section B: Grammar• Section C: Essay

Unit 2 Paper 2: Writing and Research
Topics:
<ul style="list-style-type: none">• Youth matters• Lifestyle, health and fitness• Environment and travel• Education and employment• Technology in the Greek-speaking world• Society in the Greek-speaking world• Ethics in the Greek-speaking world
Assessment
<ul style="list-style-type: none">• Section A: Translation• Section B: Creative/discursive Essay• Section C: Research-based Essay

Course Planner

This section contains a course planner for each of the units in the Pearson Edexcel IAL in Greek qualification.

The course planner follows the specification in topic order and represents only one possible way in which centres may organise schemes of work and the time that may be allocated to each topic in a two-year IAL course.

Preparing schemes of work is always contingent on the nature of course content and student profile. This is only a suggested course planner and it does not need to be followed. However, it may be useful when working through the specification for the first time.

Timings

The following tables show the suggested timings for each topic, when working with students who are transitioning from GCSE to IAS (and IA2). Since these topics are also embedded in the IA2 section, schemes of work may be expanded as appropriate to include types of exercise (such as translation) targeting these four topics. Due to the inevitable overlap between topics, and the instructional scaffolding and recycling of structures and vocabulary that occur while moving from one topic to the next, time allocated to the last two topics might be less than originally anticipated. The calculation of instructional weeks as 32 leaves enough room for adding review sessions and writing practice under simulated examination conditions.

Unit 1		
Paper 1: Understanding and Written Response		
Year 1: 32 weeks		
Topics		Time (approx hours)
1.1	Youth matters	8 weeks 16 hours approx.
1.2	Lifestyle, health and fitness	8 weeks 16 hours approx.
1.3	Environment and travel	8 weeks 16 hours approx..
1.4	Education and employment	8 weeks 16 hours approx.
Total teaching time (hours)		32 weeks 64 hours approx.

Unit 2 Paper 2: Writing and Researche Year 2: 32 weeks		
Topics		Time (approx hours)
2.1	Youth matters	2 weeks 4 hours
2.2	Lifestyle, health and fitness	2 weeks 4 hours
2.3	Enviroment and travel	2 weeks 4 hours
2.4	Education and employment	2 weeks 4 hours
2.5	Technology in the Greek-speaking world	4 weeks 8 hours
2.6	Society in the Greek-speaking world	4 weeks 8 hours
2.7	Ethics in the Greek-speaking world	4 weeks 8 hours
Text	Research-based essay	12 weeks 24 hours
Total teaching time (hours)		32 weeks 64 hours

SCHEME OF WORK

Unit 1: Social and cognitive psychology

Content	
Weeks 1-8	<p>Youth matters</p> <p>Possible subtopics: schooling and higher education, education policies, student issues, quality of education, the world of work, the changing face of employment and the work scene, employment concerns and unemployment</p>
<p>Aim: learn, understand and produce content related to the topic and subtopic; to develop the necessary linguistic competence and knowledge of vocabulary that will enable reading, writing and interaction with texts in the pertinent domain (youth culture and concerns).</p> <p>Suggested resources: Web-based resources, text-based materials, online dictionaries, Greek language portals, films, advertisements, TV. For a list of useful links, turn to pages 26-31.</p> <p>Suggested activities: Reading for gist/reading for detail/reading comprehension exercises that involve answers in Greek, ticking the correct box, matching sentences, filling gaps, multiple-choice responses, summary writing, note taking/continuous writing tasks in response to a source text or written stimuli.</p> <p>Teaching points to note: Select materials that exemplify relevant content and discuss ideas and issues drawn from the domain but also draw students' attention to the linguistic structures and range of vocabulary employed in these materials. Draw up lists of useful phrases and vocabulary that frequently occur when reading or writing about the topic.</p> <p>Draw students' attention to the cultural, historical and social context of the material. Transitions to IA2 may be facilitated by scaffolding that allows students to build new knowledge by enhancing and expanding on previously learnt content.</p> <p>Encourage accurate and appropriate use of language but also the expression of viewpoint and the development of informed argument.</p> <p>Review grammar in context, rather than in isolation.</p>	

Weeks 9-16	Lifestyle, health and fitness Possible subtopics: sport and exercise, food, diet and healthy living, healthcare, health issues (e.g. smoking, obesity)
<p>Aim: To learn, understand and produce content related to the topic and subtopic; to develop the necessary linguistic competence and knowledge of vocabulary that will enable reading, writing and interaction with texts in the pertinent domain (Lifestyle, health and fitness).</p> <p>Suggested resources: Web-based resources, text-based materials, online dictionaries, Greek language portals, films, advertisements, TV. For a list of useful links, turn to pages 26-31.</p> <p>Suggested activities: Reading for gist/reading for detail/reading comprehension exercises that involve answers in Greek, ticking the correct box, matching sentences, filling gaps, multiple-choice responses, summary writing, note taking/continuous writing tasks in response to a source text or written stimuli.</p> <p>Teaching points to note: Select materials that exemplify relevant content and discuss ideas and issues drawn from the domain but also draw students' attention to the linguistic structures and range of vocabulary employed in these materials. Draw up lists of useful phrases and vocabulary that frequently occur when reading or writing about the topic.</p> <p>Draw students' attention to the cultural, historical and social context of the material. Transitions to IA2 may be facilitated by scaffolding that allows students to build new knowledge by enhancing and expanding on previously learnt content.</p> <p>Encourage accurate and appropriate use of language but also the expression of viewpoint and the development of informed argument.</p> <p>Review grammar in context, rather than in isolation.</p>	

Weeks 17-24	<p>Environment and travel</p> <p>Possible subtopics: tourist information, travel and transport, weather and climate change, environmental issues (pollution, global warming etc.), responsibility towards the environment</p>
<p>Aim: To learn, understand and produce content related to the topic and subtopic; to develop the necessary linguistic competence and knowledge of vocabulary that will enable reading, writing and interaction with texts in the pertinent domain (Environment and travel).</p> <p>Suggested resources: Web-based resources, text-based materials, online dictionaries, Greek language portals, films, advertisements, TV. For a list of useful links, turn to pages 26-31.</p> <p>Suggested activities: Reading for gist/reading for detail/reading comprehension exercises that involve answers in Greek, ticking the correct box, matching sentences, filling gaps, multiple-choice responses, summary writing, note taking/continuous writing tasks in response to a source text or written stimuli.</p> <p>Teaching points to note: Select materials that exemplify relevant content and discuss ideas and issues drawn from the domain but also draw students' attention to the linguistic structures and range of vocabulary employed in these materials. Draw up lists of useful phrases and vocabulary that frequently occur when reading or writing about the topic.</p> <p>Draw students' attention to the cultural, historical and social context of the material. Transitions to IA2 may be facilitated by scaffolding that allows students to build new knowledge by enhancing and expanding on previously learnt content.</p> <p>Encourage accurate and appropriate use of language but also the expression of viewpoint and the development of informed argument.</p> <p>Review grammar in context, rather than in isolation.</p>	

Weeks 25-32	Environment and travel Possible subtopics: tourist information, travel and transport, weather and climate change, environmental issues (pollution, global warming etc.), responsibility towards the environment
<p>Aim: To learn, understand and produce content related to the topic and subtopic; to develop the necessary linguistic competence and knowledge of vocabulary that will enable reading, writing and interaction with texts in the pertinent domain (Education and employment).</p> <p>Suggested resources: Web-based resources, text-based materials, online dictionaries, Greek language portals, films, advertisements, TV. For a list of useful links, turn to pages 26-31.</p> <p>Suggested activities: Reading for gist/reading for detail/reading comprehension exercises that involve answers in Greek, ticking the correct box, matching sentences, filling gaps, multiple-choice responses, summary writing, note taking/continuous writing tasks in response to a source text or written stimuli.</p> <p>Teaching points to note: Select materials that exemplify relevant content and discuss ideas and issues drawn from the domain but also draw students' attention to the linguistic structures and range of vocabulary employed in these materials. Draw up lists of useful phrases and vocabulary that frequently occur when reading or writing about the topic.</p> <p>Draw students' attention to the cultural, historical and social context of the material. Transitions to IA2 may be facilitated by scaffolding that allows students to build new knowledge by enhancing and expanding on previously learnt content.</p> <p>Encourage accurate and appropriate use of language but also the expression of viewpoint and the development of informed argument.</p> <p>Review grammar in context, rather than in isolation.</p>	

Command words

The new question papers have questions that are of varying difficulty. The command words set out in the following table guide students as to the required answers.

Command word	Marks	Question types
Σημείωσε/ ταίριαξε	10	Matching/multiple choice
Διάλεξε/ συμπλήρωσε (το κενό)/ολοκλήρωσε (την πρόταση)	10	Cloze gap fills
Απάντησε (με δικά σου λόγια)	10	Short-answers questions
Άλλαξε/σχημάτισε/ξαναγράψε/ αντικατάστησε/βάλε (στο σωστό τύπο)	20	Grammar exercises
Διάβασε/γράψε/ απάντησε /διατύπωσε/δικαιολόγησε (την άποψη σου)	30 (IAS)	Continuous writing

SCHEME OF WORK

Unit 2

Writing and Research	
Weeks 1-2	<p>Youth matters</p> <p>Possible subtopics: family, friendships, relationships, entertainment, music , fashion, social networks, peer pressure</p>
<p>Aim: To use Greek to present viewpoints, to analyse and evaluate information and opinion, pertaining to this domain, in writing; to transfer meaning from English into Greek; to understand and apply the grammatical system and range of vocabulary in order to translate relevant content from English into Greek and carry out discursive or creative writing tasks.</p> <p>Suggested resources: Web-based resources, text-based materials, online dictionaries, Greek language portals, films, advertisements, TV. For a list of useful links, turn to pages 26-31.</p> <p>Suggested activities: Reading and responding in writing to stimuli that deal with content pertinent to this domain; translation exercises</p> <p>Teaching points to note: Select source texts for translation 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 translingual comparisons that illustrate syntactical and grammatical features that differ in the construction of meaning in Greek, compared to English. Draw up lists of useful phrases and vocabulary that frequently occur when reading or writing about the topic.</p> <p>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 selected topic/film/texts that inform the content of the research-based essay.</p> <p>Encourage accurate and appropriate use of language but also the expression of viewpoint and the development of informed argument.</p> <p>Review grammar in context, rather than in isolation.</p>	

Weeks 3-4	<p>Lifestyle, health and fitness</p> <p>Possible subtopics: sport and exercise, food, diet and healthy living, healthcare, health issues (e.g. smoking, obesity), urban and rural life</p>
<p>Aim: To use Greek to present viewpoints, to analyse and evaluate information and opinion, pertaining to this domain, in writing; to transfer meaning from English into Greek; to understand and apply the grammatical system and range of vocabulary in order to translate relevant content from English into Greek and carry out discursive or creative writing tasks.</p> <p>Suggested resources: Web-based resources, text-based materials, online dictionaries, Greek language portals, films, advertisements, TV. For a list of useful links, turn to pages 26-31.</p> <p>Suggested activities: Reading and responding in writing to stimuli that deal with content pertinent to this domain; translation exercises.</p> <p>Teaching points to note: Select source texts for translation 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 translingual comparisons that illustrate syntactical and grammatical features that differ in the construction of meaning in Greek, compared to English. Draw up lists of useful phrases and vocabulary that frequently occur when reading or writing about the topic.</p> <p>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 selected topic/film/texts that inform the content of the research-based essay.</p> <p>Encourage accurate and appropriate use of language but also the expression of viewpoint and the development of informed argument.</p> <p>Review grammar in context, rather than in isolation.</p>	

<p>Weeks 5-6</p>	<p>Environment and travel</p> <p>Possible subtopics: tourist information, travel and transport, weather and climate change, environmental issues (pollution, global warming etc.), responsibility towards the environment</p>
<p>Aim: To use Greek to present viewpoints, to analyse and evaluate information and opinion, pertaining to this domain, in writing; to transfer meaning from English into Greek; to understand and apply the grammatical system and range of vocabulary in order to translate relevant content from English into Greek and carry out discursive or creative writing tasks.</p> <p>Suggested resources: Web-based resources, text-based materials, online dictionaries, Greek language portals, films, advertisements, TV. For a list of useful links, turn to pages 26-31.</p> <p>Suggested activities: Reading and responding in writing to stimuli that deal with content pertinent to this domain; translation exercises.</p> <p>Teaching points to note: Select source texts for translation 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 translingual comparisons that illustrate syntactical and grammatical features that differ in the construction of meaning in Greek, compared to English. Draw up lists of useful phrases and vocabulary that frequently occur when reading or writing about the topic.</p> <p>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 selected topic/film/texts that inform the content of the research-based essay.</p> <p>Encourage accurate and appropriate use of language but also the expression of viewpoint and the development of informed argument.</p> <p>Review grammar in context, rather than in isolation.</p>	

Weeks 7-8	<p>Education and employment</p> <p>Possible subtopics: schooling and higher education, education policies, student issues, student life, quality of education, the world of work, the changing face of employment and the work scene, volunteering and internships, jobs and unemployment</p>
<p>Aim: To use Greek to present viewpoints, to analyse and evaluate information and opinion, pertaining to this domain, in writing; to transfer meaning from English into Greek; to understand and apply the grammatical system and range of vocabulary in order to translate relevant content from English into Greek and carry out discursive or creative writing tasks.</p> <p>Suggested resources: Web-based resources, text-based materials, online dictionaries, Greek language portals, films, advertisements, TV. For a list of useful links, turn to pages 26-31.</p> <p>Suggested activities: Reading and responding in writing to stimuli that deal with content pertinent to this domain; translation exercises.</p> <p>Teaching points to note: Select source texts for translation 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 translingual comparisons that illustrate syntactical and grammatical features that differ in the construction of meaning in Greek, compared to English. Draw up lists of useful phrases and vocabulary that frequently occur when reading or writing about the topic.</p> <p>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 selected topic/film/texts that inform the content of the research-based essay.</p> <p>Encourage accurate and appropriate use of language but also the expression of viewpoint and the development of informed argument.</p> <p>Review grammar in context, rather than in isolation.</p>	

<p>Weeks 9-12</p>	<p>Technology in the Greek-speaking world</p> <p>Possible subtopics: scientific advances and innovations, emerging technologies, technology's impact on life and the environment</p>
<p>Aim: To use Greek to present viewpoints, to analyse and evaluate information and opinion, pertaining to this domain, in writing; to transfer meaning from English into Greek; to understand and apply the grammatical system and range of vocabulary in order to translate relevant content from English into Greek and carry out discursive or creative writing tasks.</p> <p>Suggested resources: Web-based resources, text-based materials, online dictionaries, Greek language portals, films, advertisements, TV. For a list of useful links, turn to pages 26-31.</p> <p>Suggested activities: Reading and responding in writing to stimuli that deal with content pertinent to this domain; translation exercises.</p> <p>Teaching points to note: Select source texts for translation 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 translingual comparisons that illustrate syntactical and grammatical features that differ in the construction of meaning in Greek, compared to English. Draw up lists of useful phrases and vocabulary that frequently occur when reading or writing about the topic.</p> <p>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 selected topic/film/texts that inform the content of the research-based essay.</p> <p>Encourage accurate and appropriate use of language but also the expression of viewpoint and the development of informed argument.</p> <p>Review grammar in context, rather than in isolation.</p>	

Weeks 13-16	Technology in the Greek-speaking world Possible subtopics: migration, refugees, equality issues, the world of politics, the economy, values and beliefs
<p>Aim: To use Greek to present viewpoints, to analyse and evaluate information and opinion, pertaining to this domain, in writing; to transfer meaning from English into Greek; to understand and apply the grammatical system and range of vocabulary in order to translate relevant content from English into Greek and carry out discursive or creative writing tasks.</p> <p>Suggested resources: Web-based resources, text-based materials, online dictionaries, Greek language portals, films, advertisements, TV. For a list of useful links, turn to pages 26-31.</p> <p>Suggested activities: Reading and responding in writing to stimuli that deal with content pertinent to this domain; translation exercises.</p> <p>Teaching points to note: Select source texts for translation 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 translingual comparisons that illustrate syntactical and grammatical features that differ in the construction of meaning in Greek, compared to English. Draw up lists of useful phrases and vocabulary that frequently occur when reading or writing about the topic.</p> <p>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 selected topic/film/texts that inform the content of the research-based essay.</p> <p>Encourage accurate and appropriate use of language but also the expression of viewpoint and the development of informed argument.</p> <p>Review grammar in context, rather than in isolation.</p>	

Weeks 17-20	Ethics in the Greek-speaking world Possible subtopics: law and order, moral issues, the importance of religion, beliefs and values
<p>Aim: To use Greek to present viewpoints, to analyse and evaluate information and opinion, pertaining to this domain, in writing; to transfer meaning from English into Greek; to understand and apply the grammatical system and range of vocabulary in order to translate relevant content from English into Greek and carry out discursive or creative writing tasks.</p> <p>Suggested resources: Web-based resources, text-based materials, online dictionaries, Greek language portals, films, advertisements, TV. For a list of useful links, turn to pages 26-31.</p> <p>Suggested activities: Reading and responding in writing to stimuli that deal with content pertinent to this domain; translation exercises.</p> <p>Teaching points to note: Select source texts for translation 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 translingual comparisons that illustrate syntactical and grammatical features that differ in the construction of meaning in Greek, compared to English. Draw up lists of useful phrases and vocabulary that frequently occur when reading or writing about the topic.</p> <p>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 selected topic/film/texts that inform the content of the research-based essay.</p> <p>Encourage accurate and appropriate use of language but also the expression of viewpoint and the development of informed argument.</p> <p>Review grammar in context, rather than in isolation..</p>	

Weeks 21-32	Research-based essay on a topic or text or film/documentary
<p>Aim: To study the cultural products and perspectives of the Greek-speaking world; to become familiar with aspects of the contemporary society and culture of Greece and Cyprus through films, documentaries and short stories; to study and understand the histories of Greece and Cyprus, within specific time frameworks; to use the Greek language accurately and appropriately in order to compose essays in response to stimuli pertaining to said topics and texts.</p> <p>Suggested resources: Primary sources and secondary bibliography and sources as recommended on pages 26-31</p> <p>Suggested activities: Previewing and pre-reading tasks to familiarise students with the themes addressed through the content. Close guided reading and viewing of primary sources. Identification quizzes about factual details. Written summaries, book reports and short responses on aspects of the material that invite commentary and opinion. In-class writing tasks and longer essays in response to appropriate stimuli.</p> <p>Teaching points to note: Select the area of research carefully to match students' interests but also the overall curricular aims of the centre, so there exists a degree of overlap and comparability with other humanities and social science subjects.</p> <p>Provide opportunities for independent research and writing practice, so that students may develop their independent skills of critical analysis and interpretation. Encourage accurate and appropriate use of language but also the expression of viewpoint and the development of informed argument.</p> <p>Review grammar in context, rather than in isolation.</p>	

Command words

The new question papers have questions that are of varying difficulty. The command words set out in the following table guide students as to the required answers.

Command word	Marks	Question types
Μετάφρασε	20	Translation from English into Greek
Διάβασε/γράψε/απάντησε/συμπερίλαβε/ περιγράψε/ δικαιολόγησε/εξήγησε/σχολίασε/φαντάσου/βάλε τον εαυτό σου ...	30	Discursive or creative essay
Περιγράψε / σχολίασε/ανάλυσε/σύγκρινε/ανάφερε/ δικαιολόγησε/εξήγησε	30	Research-based essay

Suggested resources

Suggested textbooks

G. Babiniotis, (et al.) Hellenike Glossa, Athens: Lambrakis Foundation, 1993

Helen Dendrinou Koliass Readings in Modern Greek Literature. For Intermediate and Advanced Students of Modern Greek and Others Interested in Modern Greek Literature but Lacking the Vocabulary to Understand It, Crestwood, NY: Caratzas, 2001

D. Demetra and Marineta Papacheimona, Hellenika tora 2 + 2: dialogues, texts, exercises, grammar, vocabulary, Athens: Nostos, 1992

Kokkinidou, M & Triantafyllidou, L. (Eds.) Themata Exetasewn Eparkeais Ellinomatheias 2010-2014 (Past papers 2010-2014), School of Modern Greek Language, Aristotle University of Thessaloniki. Athens: Klidarithmos, 2015

Anne Farmakides, Modern Greek reader, I: language and civilization, intermediate, New Haven: Yale University Press, 1983. [3rd ed.]

Anne Farmakides, Modern Greek reader, II: introduction to literature, intermediate to advanced, New Haven: Yale University Press, 1983

Philippaki-Warbuton, Irene, David Holton, Peter Mackridge, Greek: a Comprehensive Grammar, London: Routledge, an imprint of Taylor & Francis Books Ltd., 1997

St. Vassiliadis, Ellenika Gia Prohorimenous, Idrima Manoli Triandafyllidi, 2008

Online resources, electronic dictionaries, teaching materials , cultural content, news about Greece and Cyprus

Fryktories

<http://www.fryktories.gr/node>

Hellenic Culture Centre

<http://www.hcc.edu.gr/>

Portal for the Greek language

<http://www.greek-language.gr/greekLang/index.html>

Online newspapers

http://www.greek-language.gr/greekLang/modern_greek/guides/internet/greek/page_000.html

Portal of the Ministry of Culture and Sports

<http://www.culture.gr/culture/gindex.jsp>

http://odysseus.culture.gr/index_en.html

Hellenic Cosmos Cultural Centre

<http://www.hellenic-cosmos.gr/>

The Hellenic Literary and Historical Archive

<http://www.elia.org.gr/>

Thessaloniki Science Centre and Technology Museum

<http://www.tmtth.edu.gr/>

Foundation of the Hellenic World

<http://www.fhw.gr/fhw/index.php?lg=2>

Greek Film Centre

<http://www.gfc.gr/>

Greek movies, documentaries and TV online

<http://www.greek-movies.com>

<http://www.livemovies.gr/>

<https://vimeo.com/ondemand/>

Society for the Environment and Cultural Heritage

<http://www.ellet.gr/>

Society for the Protection of the Environment and Wildlife in Greece

<http://www.arcturos.gr/>

ERT Greek Radio and TV

<http://www.ert.gr/>

National Book Centre of Greece

<http://www.ekebi.gr/frontoffice/portal.asp?cpage=NODE&cnode=138&clang=1>

Bibliography, Unit 2

Primary and secondary bibliography and teaching guides

(i) History of Greece: 1960-1974

Selected extracts from:

Νεότερη και σύγχρονη Ιστορία Γ' γυμνασίου

<http://ebooks.edu.gr/new/tautotita.php?course=DSGYM-C105>

Foundation of the Hellenic World:

<http://www.ime.gr/chronos/15/>

<http://www.hellenic-cosmos.gr/>

Clogg, Richard, Συνοπτική ιστορία της Ελλάδας, Αθήνα 2003, ISBN: 9789607778611

Βερέμης, Θάνος, Ελλάς, Η σύγχρονη συνέχεια απο το 1821 μέχρι σήμερα, Αθήνα 2006, ISBN: 978-960-03-4246-8

Ρένα Μπρισίμη- Μαράκη, «Ενας αιώνας Ελλάδα», Καστανιώτης, 2000
ISBN: 960-03-2804-8

Αθανασάτου Γ., Ρήγος Α., Σεφεριάδης Σ., Η δικτατορία 1967-1974. Πολιτικές πρακτικές – Ιδεολογικός λόγος – Αντίσταση, Εκδόσεις Καστανιώτη, Αθήνα 1999.

(ii) History of Cyprus

Selected extracts from:

Ιστορία της Κύπρου για το Γυμνάσιο, Εκδόσεις ΥΑΠ, Λευκωσία 1994

Special topics 1870-1960

http://www.schools.ac.cy/eyliko/mesi/themata/istoria/ekpaideftiko_yliko/prostheto_yliko/his1.pdf

(iii) Conversation about crisis in Greek society

Μπραζιλέρο, Σωτήρης Γκορίτσας (2001)

Ο γιος του φύλακα, Δημήτρης Κουτσιμπασάκος (2006)

Ακαδημία Πλάτωνος, Φίλιππος Τσίτος (2009)

September, Πέννυ Παναγιωτοπούλου (2013)

Little Land, Νίκος Νταγιαντάς (2013)

Greece: Days of Change, Έλενα Ζερβοπούλου (2014)

Selection of bibliography, articles and film reviews:

Papadimitriou L., Locating Contemporary Greek film cultures, Past, Present, Future and the Crisis in Filmicon, September 2014

(<http://filmiconjournal.com/journal>)

Greek film archives

<http://www.tainiothiki.gr/v2/>

Filmicon: Greek film journal

<http://filmiconjournal.com/journal>

Blogs on new Greek cinema

http://kt-pofpp.blogspot.com/2006/05/blog-post_13.html

<http://cineguerracivil.blogspot.com/2011/09/1990-2000.html>

Books about Greek cinema

<http://filmiconjournal.com/journal/article/pdf/2014/2/16>

Μπραζιλέρο

<http://www.cinemanews.gr/v5/movies.php?n=208>

<http://www.mic.gr/cinema.asp?id=8397>

Ο γιος του φύλακα

<http://www.klg.gr/filakas.htm>

<http://www.cinemanews.gr/v5/movies.php?n=4435>

Ακαδημία Πλάτωνος

https://camerastyloonline.wordpress.com/2009/10/28/filippos_tsitos_talks_about_akadimia_platonos/

<http://www.enet.gr/?i=news.el.article&id=87998>

September

<http://tvxs.gr/news/sinema/i-penny-panagiotopoyloy-epistrefei-me-%C2%ABseptember%C2%BB>

<http://www.cinephilia.gr/index.php/tainies/hellas/3508-september-penny-panagiotopoulou>

Little Land

<http://www.tovima.gr/media/article/?aid=513139>

<http://www.ikariamag.gr/node/8454>

Greece: Days of Change

<http://oipolloi.co/docs-we-love-gr-work-in-progress-by-elena-zervopoulou/>

<http://grecedaysofchange.com/en/home/>

(iv) Childhood and Greek cinema

Ντίνος Δημόπουλος, Τα Δελφινάκια του Αμβρακικού (1993)

Κώστας Καπάκας, Peppermint (2000)

Πέννυ Παναγιωτοπούλου, Δύσκολοι Αποχαιρετισμοί: ο μπαμπάς μου (2002)

Τάσος Μπουλμέτης, Πολιτική Κουζίνα (2003)

Ελισάβετ Χρονοπούλου, Ένα Τραγούδι δεν φτάνει (2003)

Selection of bibliography, articles and film reviews:

Greek film archives

<http://www.tainiothiki.gr/v2/>

Filmicon: Greek film journal

<http://filmiconjournal.com/journal>

Blogs on new Greek cinema

http://kt-pofpp.blogspot.com/2006/05/blog-post_13.html

<http://cineguerracivil.blogspot.com/2011/09/1990-2000.html>

Τα δελφινάκια του Αμβρακικού

http://www.pi-schools.gr/books/gymnasio/keimena_a/ekp/67-78.pdf

Peppermint

<http://www.eriande.elemedu.upatras.gr/eriande/synedria/synedrio3/praltika%2011/geladaki-konst.htm>

Δύσκολοι Αποχαιρετισμοί: ο μπαμπάς μου

<http://www.rizospastis.gr/story.do?id=1580040>

Πολίτικη Κουζίνα

<http://freecinema.gr/movies/a-touch-of-spice/>

Δερμεντζόπουλος Χ., Η επινόηση του τόπου: Νοσταλγία και μνήμη στην Πολίτικη Κουζίνα. Ορportuna, Πάτρα 201.

ISBN 978-960-553-010-5,

Ένα Τραγούδι δεν φτάνει

<http://www.kathimerini.gr/172519/article/politismos/arxeio-politismoy/ena-tragoydi-de-ftanei>

(v) Cavafy, poems

Κ. Καβάφη, Τα ποιήματα A & B, (επιμέλεια Γ. Π. Σαββίδη). Αθήνα: Ίκαρος, 1991

Μιχάλης Πιερής (επιμέλεια), Εισαγωγή στην ποίηση του Καβάφη, Πανεπιστημιακές εκδόσεις Κρήτης, 2012.

ISBN 978-960-7309-66-2

Γ. Π. Σαββίδης, Βασικά θέματα της ποίησης του Καβάφη, Τρία δημόσια μαθήματα: Φύση και τέχνη, έρωσ και θάνατος, παρελθόν, παρόν και μέλλον, Ίκαρος, 1993.

ISBN 960-7233-40-9, ISBN-13 978-960-7233-40-0

For a comprehensive bibliography on Cavafy

Portal for the Greek language

http://www.greek-language.gr/digitalResources/literature/tools/concordance/works.html?cnd_id=9

National Book Centre

<http://www.ekebi.gr/frontoffice/portal.asp?cpage=NODE&cnode=461&t=193>

Digitised poems and audio files

<http://www.kavafis.gr/poems/list.asp?cat=1>

Essays on Cavafy's poetry

<http://latistor.blogspot.com/>

(vi) Short stories from Greece and Cyprus

Έλλη Αλεξίου, Όμως ο μπαμπάς δεν ερχόταν (Προσοχή συνάνθρωποι, 1978)

Γιάννης Κατσούρης, Η μοτοσικλέτα του Αντρέα (Το σταθερό σημείο, Λευκωσία, 1973)

Κώστας Μόντης, Ο καινούργιος (Κώστας Μόντης, Άπαντα Β', Πεζά, Λευκωσία, 1987)

Μένης Κουμανταρέας, Ο γιος του θυρωρού (Η μυρωδιά τους με κάνει να κλαίω, Αθήνα, 1996)

Ελένη Λαδιά, Ελληνόφωνη Καλημέρα(Φυσιογνωμίες τόπων, 1992)

Τάσος Καλούτσας, Με το Λεωφορείο (Το καινούριο αμάξι, 1995)

Βασίλης Βασιλικός, Η τελευταία μέρα της κατοχής (Εκτός των Τειχών, 1966)

Χριστόφορος Μηλιώνης, Το συρματοπλεγμα του αίσχους (Το μικρό είναι όμορφο, 1997)

Νίκος Χουλιάρας, Η εσχάτη των ποινών (Μια μέρα πριν δυο μέρες μετά, 1998)

Σωτήρης Δημητρίου, Πάσχα τ' Απρίλη (Η Φλέβα του Λαιμού, 1998)

Νίκη Μαραγκού, Nicossienses (Ο Δαίμων της Πορνείας, Εκδόσεις Μελάρι, Αθήνα, 2007)

Μάρω Δούκα, Ρολογάκι Χειρός (2007)

Ειρένα Ιωαννίδου – Αδαμίδου, Η παραδουλεύτρα (Ανθολογία Κυπριακού Διηγήματος. Από το 1960 έως το τέλος του 20ού αιώνα, τ. Β')

Ιωάννα Καρυστιάνη, Το φυλλάδιο (Καιρός Σκεπτικός, 2011)

Ερση Σωτηροπούλου, Στο φωτεινό Δωμάτιο (Να νιώθεις μπλε, να ντύνεσαι κόκκινα, 2011)

Digitised short stories and teacher notes

<http://ebooks.edu.gr/modules/ebook/>

http://econtent.schools.ac.cy/mesi/logotechnia/didaktiko_yliko/c_gymnasiou/vivlio_mathiti_c_gymn_2014.pdf

Glossary of literary terms

<http://ebooks.edu.gr/modules/ebook/show.php/DSGL-B125/689/4552,20624/>

B Getting started for students

Student Guide

Why study the Pearson Edexcel IAL in Greek:

This course aims to promote linguistic and cultural literacies in order to enable you to:

- understand and retrieve information as well as interpret and respond to a variety of complex reading texts and other cultural products of interest, for different purposes
- write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, expanding and supporting points of view with supporting arguments (where relevant) and showing controlled use of organisational patterns, connectors and cohesive devices
- develop critical awareness and aesthetic perception alongside language abilities
- acquire knowledge of the history, culture, and literature of the society or societies where Greek is spoken
- carry out research in the language using a variety of emerging technologies and research tools
- build on your linguistic and cultural competence in order to study or live or seek employment opportunities either in Greek-speaking countries or where Greek is used as the main medium of communication for business and commerce

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

This is an advanced level course in Greek so you will be expected to have already undertaken some study of the Greek language. Most students who take this course will have a GCSE (usually at grade C or above) or an equivalent qualification. You will be interested in history and /or different cultural products, from literature to films, and keen to communicate your knowledge, ideas and opinions on different topics and issues, from ethics to the environment, in writing. You will enjoy reading, writing, watching films or documentaries and carrying out research in order to delve deeper into the domains that interest you.

You will need to acquire an increased knowledge and understanding of language structures in Greek and show that you can apply these effectively when writing in the language or manipulating it in response to stated rubrics.

To gain an IAS qualification, you will need to satisfactorily complete Unit 1, which follows on from GCSE. If you want to achieve an IAL you will need to complete both Units 1 and 2.

What will I learn?

During the IAL in Greek course you will read, watch and listen to authentic language materials and will study aspects of the contemporary society, cultural background and heritage of the countries where Greek is spoken. You will have opportunities to develop your understanding and awareness of spiritual, moral, ethical, environmental, health and European issues.

You will extend and develop your knowledge of Greek grammar and vocabulary and will use this to write, read, speak and listen to the language.

In addition, you will learn how to:

- communicate effectively, expand and paraphrase as well as manipulate language in response to specific prompts
- write the language in a range of different situations and for different purposes
- use the language to express facts and ideas
- use the language to present explanations, opinions and information.

At IA2 you will also learn how to develop an argument and to analyse and evaluate in writing.

All these skills will be practised using material based on the General Topic Areas and your chosen topic or text from the list of prescribed titles for IA2.

Is this the right subject for me?

The IAL in Greek is suitable for you if you:

- would like to develop literacy skills
- enjoy learning about other cultures
- want to communicate with speakers of a foreign language
- want to use a language for further study (e.g. at university)
- want to work abroad
- want to work for companies with international links
- want to broaden an otherwise narrow choice of AS subjects
- want to develop opinions about current issues (e.g. climate change, immigration)
- have a good memory and a logical mind.

How will I be assessed?

Each year there are examinations in January and June, which test you about the two units studied - Unit 1 (IAS) and Unit 2 (IA2). The IAS unit can be taken on its own or combined with the IA2 to achieve the International Advanced Level (IAL).

What can I do after I've completed the course?

If you have completed the IAS in Greek you may:

- move on to study the IA2 course
- communicate with people from other countries
- work abroad
- work for a company with international links
- make the most of travelling in the Greek-speaking world.

If you have completed the IA2 in Greek you may:

- apply to university to study Greek language and culture
- study Greek in an interdisciplinary context in the field of your choice or combine the study of Greek with courses in other languages, area studies or subjects in the field of humanities or social sciences
- combine language with another subject (e.g. business) at university
- communicate with people from other countries
- work abroad
- work for a company with international links
- make the most of travelling in the Greek-speaking world.

Throughout the study of the IAL in Greek you will also be developing further and practising transferable key skills (communication, ICT, improving your own learning and performance, working with others, critical interpretation, persuasive skills), which will help you both personally and professionally.

Next Steps!

If you are interested in this subject, talk to your teacher about the IAL in Greek to find out more about the course.

- Take responsibility for your learning: visit the International Advanced Level website <http://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels.html> and become familiar with the specification and what is required.
- Talk to students who have already been through this or a similar course of study and get study tips from them.

Command words

The new question papers have questions that are of varying difficulty. The sample of command words set out in the following table guide students as to the complexity of the questions.

Command word	Marks	Question types
Σημείωσε/ ταίριαξε	10 (IAS)	Matching/multiple choice
Διάλεξε/ συμπλήρωσε (το κενό)/ ολοκλήρωσε (την πρόταση)	10 (IAS)	Close gap fills
Απάντησε (με δικά σου λόγια)	10 (IAS)	Show answer questions
Άλλαξε/σχημάτισε/βάλε (στο σωστό τύπο)	20 (IAS)	Grammar exercises
Μετάφρασε	20 (IA2)	Translation
Γράψε/ διατύπωσε/δικαιολόγησε (την άποψη σου)	30 (IAS)	Continuous writing
Γράψε/φαντάσου/υπόθεσε/βάλε τον εαυτό σου (στη θέση...)/ περιγράψε/ εξήγησε/δικαιολόγησε/ σχολίασε/ανάλυσε/αξιολόγησε	60 (IA2)	Creative/discursive essay Research-based essay

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