



Mark Scheme (Results)

Summer 2024

Pearson Edexcel International Advanced Level
In Greek (WGK01) Paper 01

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General Marking Guidance

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

SECTION A: Reading

Question Number	Answer	Mark
1 (a)	B	(1)
1 (b)	D	(1)
1 (c)	A	(1)
1 (d)	C	(1)
1 (e)	D	(1)

Question Number	Answer	Mark
2 (a)	iv	(1)
2 (b)	vii	(1)
2 (c)	ii	(1)
2 (d)	v	(1)
2 (e)	iii	(1)

Question Number	Answer	Mark
3 (a)	B	(1)
3 (b)	A	(1)
3 (c)	D	(1)
3 (d)	C	(1)
3 (e)	A	(1)
3 (f)	C	(1)
3 (g)	A	(1)
3 (h)	B	(1)
3 (i)	A	(1)
3 (j)	D	(1)

Question Number	Acceptable answers	Mark
4 (a)	Είχε να δει τους φίλους της πολύ καιρό.	(1)
4 (b)	Πόσον καιρό θα μείνει κλεισμένη στο σπίτι.	(1)
4 (c)	Για να καταλάβει πώς νιώθουν οι άλλοι για την καραντίνα. / Για να δει αν νιώθουν οι άλλοι όπως αυτή.	(1)
4 (d)	Έστειλε ένα ερωτηματολόγιο. (1) Πήρε συνεντεύξεις. (1)	(2)
4 (e)	Είναι καλή ευκαιρία για διάβασμα. / Είχε θετικά στοιχεία.	(1)
4 (f)	Η μονοτονία στο διαδικτυακό μάθημα.	(1)
4 (g)	Η έλλειψη επαφής με τους μαθητές.	(1)
4 (h)	Η Αθηνά δέθηκε με την οικογένειά της. (1) Οι άλλοι στο σχολείο δέθηκαν (και αυτοί) με την οικογένειά τους. / Οι άλλοι ένιωσαν το ίδιο. (1)	(2)

Section B: Grammar

Question Number	Acceptable answers	Mark
5 (a)	Οι περισσότεροι περιέγραψαν την κατάσταση με αρνητικό τρόπο.	(1)
5 (b)	Μου λείπει η παρέα μου.	(1)
5 (c)	Είναι (μία) ευκαιρία να κάνω επαναλήψεις για τις εξετάσεις.	(1)
5 (d)	Η Αθηνά δεν πήρε συνεντεύξεις μόνο από τους συμμαθητές της.	(1)
5 (e)	Είχε / Έκανε τη σκέψη να μιλήσει με τους καθηγητές.	(1)
5 (f)	Όλοι εκφράσανε παράπονα / το παράπονό τους.	(1)
5 (g)	Η διαπίστωση της Αθηνάς ήταν πως η θλίψη και η κούραση ήταν κοινά χαρακτηριστικά.	(1)
5 (h)	Συζητώντας με άλλους, έμαθα πολλά.	(1)
5 (i)	Πείστηκα πως η επικοινωνία είναι / ήταν σημαντική. / Πείστηκα για το πόσο σημαντική είναι / ήταν η επικοινωνία	(1)
5 (j)	Αυτό θα μου μείνει αξέχαστο.	(1)

Question Number	Answer	Mark
6 (a)	οργανώσεις	(1)
6 (b)	δημιουργήθηκε	(1)
6 (c)	απόψεων	(1)
6 (d)	δραστηριοποιούνται	(1)
6 (e)	αφορούν	(1)
6 (f)	ανθρώπινα	(1)
6 (g)	ζωής	(1)
6 (h)	μέλη	(1)
6 (i)	συνεργάζεται	(1)
6 (j)	μοιράζονται	(1)

SECTION C: Writing

Question Number	Suggested answer	Mark
7	<p>Μικρή εισαγωγή</p> <p>Τα πρότυπα στη ζωή των νέων είναι σημαντικά / δεν είναι σημαντικά, γιατί ...</p> <p>Τα χαρακτηριστικά ενός ανθρώπου που αποτελεί καλό παράδειγμα για τους νέους είναι ...</p> <p>Πιστεύω ότι τα πρότυπα που είναι διασημότητες μερικές φορές αποτελούν καλό παράδειγμα / κακό παράδειγμα, γιατί ...</p> <p>Το δικό μου πρότυπο είναι ένας άνθρωπος από την καθημερινότητά μου / ένας διάσημος ηθοποιός, γιατί ...</p> <p>Μικρός επίλογος</p>	(30)

Marking Criteria for Question 7

Question Number	Content and communication (AO1)	
7		
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 – 3	<ul style="list-style-type: none"> The candidate has shown minimal ability to express ideas relevant to the narrative, report or description required, and ideas hardly follow a logical sequence. The piece is rarely coherent and there is so much digression that the overall theme or purpose of the piece is greatly obscured.
Level 2	4 – 6	<ul style="list-style-type: none"> The candidate has shown some basic ability to express ideas in a form that would be comprehensible to a native reader, with only occasional evidence of ideas following a logical sequence. The piece is occasionally coherent and while there is some digression from the topic, the overall theme or purpose is generally clear.
Level 3	7 – 9	<ul style="list-style-type: none"> The candidate has shown a moderate ability to express ideas in a form that would be comprehensible to a native reader, and some evidence of ideas following a logical sequence. The piece is sometimes coherent and there is digression from the topic, but the overall theme or purpose is clear.
Level 4	10 – 12	<ul style="list-style-type: none"> The candidate has shown a good ability to express ideas in a form that would be comprehensible to a native reader, with much evidence of ideas following a logical sequence. The piece is mostly coherent and while there may be occasional ambiguity or digression from the topic, these appear to be aberrations in an otherwise pertinent piece of work.
Level 5	13 – 15	<ul style="list-style-type: none"> The candidate has shown an excellent ability to express ideas in a logical sequence, and errors do not interfere with the comprehension. The piece is entirely coherent and while there may be very minor ambiguities or digression from the topic, the piece is confident, fluent, pertinent and purposeful.

Question Number	Quality of Language (AO2)	
7		
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1 – 3	<ul style="list-style-type: none"> Limited range of vocabulary and grammatical structures, which are rarely used appropriately and effectively to address the needs of the task. Lexis and grammar may not be accurate, with a high degree of repetition.
Level 2	4 – 6	<ul style="list-style-type: none"> Adequate but predictable range of vocabulary and grammatical structures, only occasionally used appropriately and effectively to address the needs of the task. Lexis and grammar are occasionally accurate.
Level 3	7 – 9	<ul style="list-style-type: none"> Satisfactory range of vocabulary and grammatical structures, sometimes used appropriately and effectively to address the needs of the task. Good control of basic language, but there may be errors particularly with more complex structures/lexis.
Level 4	10 – 12	<ul style="list-style-type: none"> Good range of vocabulary and grammatical structures generally used appropriately and effectively to address the needs of the task. Only occasional lapses in lexical and grammatical control.
Level 5	13 – 15	<ul style="list-style-type: none"> Wide range of vocabulary and grammatical structures used appropriately and effectively to address the needs of the task. Very good control/accuracy with very few errors.

