

Getting Started Guide



A Level Greek

**Pearson Edexcel Level 3 Advanced GCE in Greek
(listening, reading and writing) (9GK0)**

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1 Introduction

Our A level qualifications are designed to be appealing and engaging to students, while preparing them for future study and work. We have developed inspiring and culturally relevant courses based on feedback from teachers, students, subject associations, academics and advisors.

The qualification has a clear structure, which will enable students to develop advanced-level, transferable language alongside a deeper cultural appreciation of Greece and Cyprus and Greek speaking culture. There is an emphasis on promoting understanding of grammar in order to allow spontaneous, creative use of language to suit different purposes. The themes are engaging and relevant, combining familiar and new content. Popular texts and films have been chosen, both classical and contemporary.

Pearson is strongly committed to maintaining the availability of a wide range of language A levels. Although some awarding organisations are ceasing to offer those language A levels only taken by a limited number of students, we believe these qualifications make an important contribution to fostering diversity and community cohesion.

We have redeveloped A levels in:

- Arabic
- Greek
- Japanese
- Urdu

We have developed the following A levels for the first time:

- Gujarati
- Persian
- Portuguese
- Turkish

Note that we have taken the decision not to develop AS qualifications in any of these languages.

This Getting Started Guide provides an overview of the new A level Greek specification, to help you get to grips with the changes to content and assessment.

2 What's changed?

2.1 AS has not been redeveloped

Our discussions with schools and colleges have indicated that, under the new system in which AS results no longer count towards A level grades, take-up of AS level will be very limited. For this reason we have taken the decision only to offer the full linear A level in the languages being developed for first teaching in 2018.

2.2 Changes to A level qualifications

From September 2018, A level Greek will be a fully linear qualification. This means that all examinations must be sat at the end of the course. More information about the implications of the move to linear assessment is given on page 10.

Separate subject criteria have been developed for these languages with smaller cohorts. While the level of rigour and demand will be the same, there will be no requirement for students to demonstrate spoken language skills.

Aims and objectives

There is a new set of aims and objectives for this A level. As a result, students are now required to:

- study two works from a prescribed list
- summarise information from spoken and written sources in writing
- develop independent research skills
- undertake a task integrating the skills of listening, reading and writing
- translate from and into the target language.

Themes

The specification content is broken down into four themes relating to the target language culture. Two themes relate to 'society, past and present', and two themes relate to 'political and/or intellectual and/or artistic culture, past and present'.

Prescribed works

In the specification, we have specified a list of prescribed works in the target language, including literary texts and films. Students must study either one literary text and one film, or two literary texts. Knowledge and understanding of works will be assessed in Paper 2 (Translation into Greek and written response to works).

Summarising information

This is a new requirement testing students' ability to summarise information. Students should be able to:

- identify the main ideas
- summarise a line of argument and/or different points of view
- evaluate and draw conclusions.

Ability to summarise will be assessed in Paper 3 (Listening, reading and writing in Greek), question 5(c).

Independent research skills

Students will be required to develop as independent researchers through the study of language. Students are required to select one research subject from the four given in the specification and undertake independent research on all three aspects. Students will have to demonstrate knowledge and understanding of the research subject in Paper 1 (Translation into English, reading comprehension and writing (research question)).

Assessment Objectives

The A level languages Assessment Objectives have been revised.

There are two main changes to the Assessment Objectives:

- A new AO4 has been introduced. This requires knowledge, understanding, and critical and analytical response to cultural and social issues relating to countries where the target language is spoken.
- AO3 has a greater proportion of the marks than in the previous specification, and has a subtly changed emphasis – there is greater emphasis now on active application of grammar in generating new, independent language.

AO1 20%	Understand and respond in writing to spoken language drawn from a variety of sources
AO2 30%	Understand and respond in writing to written language drawn from a variety of sources
AO3 30%	Manipulate the language accurately, in written forms, using a range of lexis and structure
AO4 20%	Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of the countries where the language is spoken

2.3 Specification overview

Assessment structure

Paper 1	Translation into English, reading comprehension and writing (research question) in Greek	2 hours 30 minutes	40%
Paper 2	Translation into Greek and written response to works	2 hours 40 minutes	30%
Paper 3	Listening, reading and writing in Greek	2 hours 15 minutes	30%

Specification content

Specification content is now based around social, political and cultural themes, relating to the Greek language, culture and communities. This will enable students to gain a deeper understanding of the culture related to their language of study, and ensure smooth progression to further study.

Themes 1, 2 and 4 focus on aspects of the society, artistic culture, and politics of **Greece** only. Theme 3 focuses on society in **Cyprus**.

Students will study four themes:

- Theme 1: **Αλλαγές στην ελληνική κοινωνία** (Changes in Greek society, past and present)
- Theme 2: **Τέχνη και πνευματικός πολιτισμός στην Ελλάδα** (Artistic culture in Greece, past and present)
- Theme 3: **Όψεις της Κύπρου** (Perspectives on Cyprus, past and present)
- Theme 4: **Νέες εξελίξεις στο πολιτικό και οικονομικό πεδίο** (Developments in politics and the economy, past and present)

There are a number of sub-themes, which can be found below. The questions in the question papers are set within the context of these themes.

Students are also required to undertake independent research based on one of the four research subjects listed in the specification. Students must cover all three aspects of the research subject. Research subjects and aspects are as follows:

- **Η Παιδεία στην Ελλάδα**
εξελιξείς στο εκπαιδευτικό σύστημα, το γλωσσικό ζήτημα, αλλαγές στη διδακτέα ύλη
- **Το ρεμπέτικο**
το ιστορικό πλαίσιο, θεματολογία και πολιτιστικά συμφραζόμενα, διάσημοι καλλιτέχνες του ρεμπέτικου
- **Ιστορία της Κύπρου 1974-1983**
Ιούλιος 1974, οι επιπτώσεις των γεγονότων του 1974 στην κοινωνία της Κύπρου, σημαντικές προσωπικότητες της περιόδου
- **Πρόσφυγες στην Ελλάδα**
πρόσφυγες στην Ελλάδα από το 2015 και μετά, η ένταξη των προσφύγων στην ελληνική κοινωνία, το έργο των Μη Κυβερνητικών Οργανώσεων (ΜΚΟ)

Comparison of the new specification to the legacy specification

Reformed specification		Legacy specification
Theme 1	<p>Αλλαγές στην ελληνική κοινωνία</p> <ul style="list-style-type: none"> • Σχέσεις και Οικογένεια η εξέλιξη του μοντέλου της πυρηνικής οικογένειας, οι έμφυλοι ρόλοι, οι σχέσεις με τους μεγαλύτερους και τους συνομηλίκους • Ο χώρος της εργασίας οι εξελίξεις στον τομέα της απασχόλησης στην Ελλάδα, ανεργία, οι φοιτητές στην αγορά εργασίας 	Some related content was covered in the legacy specification under the rubric of the General Topic Areas: Youth Culture and Concerns; Education and Employment; Customs, Traditions, Beliefs and Religions
Theme 2	<p>Τέχνη και πνευματικός πολιτισμός στην Ελλάδα</p> <ul style="list-style-type: none"> • Σύγχρονος πνευματικός πολιτισμός και μέσα επικοινωνίας δημοφιλή μέσα επικοινωνίας, κινηματογράφος και τηλεόραση, η επιρροή της τεχνολογίας στις κοινωνικές πρακτικές και στον πνευματικό πολιτισμό • Παράδοση, ήθη και έθιμα τοπικές γιορτές, παραδοσιακοί τρόποι αναψυχής και ψυχαγωγίας, απόψεις σχετικά με την παράδοση και τα πιστεύω 	Some related content was covered in the legacy specification under the rubric of the General Topic Areas: Youth Culture and Concerns; Life Style, Health and Fitness; Customs, Traditions, Beliefs and Religions; Literature and the Arts

Theme 3	<p>Όψεις της Κύπρου</p> <ul style="list-style-type: none"> • Ανθρωπογεωγραφία αλλαγές σχετικά με το βιοτικό επίπεδο και την ποιότητα ζωής, διαχωρισμός μεταξύ αστικού και αγροτικού περιβάλλοντος, τουρισμός • Φυσική γεωγραφία το περιβάλλον, αλλαγές στις αντιλήψεις σχετικά με την προστασία του περιβάλλοντος, επιπτώσεις της βιομηχανοποίησης στην κοινωνία και στο περιβάλλον 	Some related content was covered in the legacy specification under the rubric of Topics and Texts: The history of Greece 1960-1974: July 1974; Cyprus: The geography, economics and culture of Cyprus.
Theme 4	<p>Νέες εξελίξεις στο πολιτικό και οικονομικό πεδίο</p> <ul style="list-style-type: none"> • Η οικονομία από το 2009 και μετά οι αιτίες και οι επιπτώσεις της κρίσης, ο ρόλος της Ευρωπαϊκής Ένωσης, κοινωνικές διαμάχες και αναταραχές • Η πολιτική σκηνή τα κύρια πολιτικά κόμματα και τα πολιτικά τους προγράμματα, σημαντικές προσωπικότητες της πολιτικής σκηνής από το 2009 και μετά, το δημοψήφισμα της 5ης Ιουλίου του 2015 	Some related content was covered in the legacy specification under the rubric of the General Topic Area: National and international events: past, present and future
Literary texts	<p>Prescribed list of works:</p> <ul style="list-style-type: none"> • <i>Κάτι θα γίνει, θα δεις</i> Χρήστος Οικονόμου, 2010 (short stories) • <i>Η μυρωδιά τους με κάνει να κλαίω</i>, Μένης Κουμανταρέας, 1997 (short stories) • <i>Η Αρραβωνιαστικιά του Αχιλλέα</i>, Άλκη Ζέη, 1987 (novel) • <i>Ποιήματα (Αναγνωρισμένα)</i>, Κωνσταντίνος Καβάφης, 1935 (poetry)* <p>Students are expected to produce responses that relate to features such as:</p> <ul style="list-style-type: none"> • form and technique • key themes concepts and issues • characterisation • plot structure • social and cultural setting. <p>*Students will be expected to have studied a prescribed list of poems as a minimum from this collection.</p>	Students must study two discrete Greek works: either two literary texts, or one literary text and one film. The works must be taken from the prescribed list.

<p>Films</p>	<p>Prescribed list of films:</p> <ul style="list-style-type: none"> • <i>Ουζερί Τσιτσάνης</i>, dir. Μανούσος Μανουσάκης (2015) • <i>Νοτιάς</i>, dir. Τάσος Μπουλμέτης (2015) • <i>September</i>, dir. Πέννυ Παναγιωτοπούλου (2013) • <i>Η αιώνια επιστροφή του Αντώνη Παρασκευά</i>, dir. Ελίνα Ψύκου (2013) • <i>Μικρά Αγγλία</i>, dir. Παντελής Βούλγαρης (2013) <p>Students are expected to produce responses that relate to features such as:</p> <ul style="list-style-type: none"> • form and technique • key themes concepts and issues • characterisation • plot structure • social and cultural setting. 	<p>Students must study two discrete Greek works: either two literary texts, or one literary text and one film. The works must be taken from the prescribed list.</p>
<p>Independent research</p>	<p>Must be based on one of the four research subjects listed in the specification:</p> <ul style="list-style-type: none"> • Η Παιδεία στην Ελλάδα εξελίξεις στο εκπαιδευτικό σύστημα, το γλωσσικό ζήτημα, αλλαγές στη διδακτέα ύλη • Το ρεμπέτικο το ιστορικό πλαίσιο, θεματολογία και πολιτιστικά συμφραζόμενα, διάσημοι καλλιτέχνες του ρεμπέτικου • Ιστορία της Κύπρου 1974-1983 Ιούλιος 1974, οι επιπτώσεις των γεγονότων του 1974 στην κοινωνία της Κύπρου, σημαντικές προσωπικότητες της περιόδου • Πρόσφυγες στην Ελλάδα πρόσφυγες στην Ελλάδα από το 2015 και μετά, η ένταξη των προσφύγων στην ελληνική κοινωνία, το έργο των Μη Κυβερνητικών Οργανώσεων (ΜΚΟ) <p>Students must research all three aspects of their chosen research subject</p>	<p>Must link to Greek culture and/or society.</p>

N/A	No equivalent in new specification	<p>The following films and literary works do NOT appear in the new A Level Greek specification:</p> <p>From Section C of the legacy specification:</p> <p>Childhood and society in the Greek cinema: a) Ντίνος Δημόπουλος, Τα Δελφινάκια του Αμβρακικού (1993) b) Κώστας Καπάκας, Peppermint (2000) c) Πέννυ Παναγιωτοπούλου, Δύσκολοι Αποχαιρετισμοί: ο μπαμπάς μου (2002) d) Τάσος Μπουλμέτης, Πολίτικη Κουζίνα (2003) e) Ελισάβετ Χρονοπούλου, Ένα Τραγούδι δεν φτάνει (2003)</p> <p>Γιώργος Ιωάννου: Η μόνη κληρονομιά</p>
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3 Planning

3.1 Planning a linear A level course

The key difference with a linear A level is that all exams are taken at the end of the (usually) two-year course. As a result, it is not possible to retake individual exams – rather, if you wish to retake, you must retake the entire qualification.

In terms of language learning, this is a logical and positive development because students must retain and build on everything they learn in order to master a language effectively.

Course planning needs to cover:

- four themes
- either two literary texts, or a literary text and a film
- sufficient practice in listening, reading, writing and translation
- a broad range of grammar and opportunities to use this to generate language independently
- independent research of a selected research subject
- development of critical and analytical thinking.

Here is just one way in which you might structure a two-year course:

		Grammar	Skills	Research
Year 1	Theme 1	Revision/ development	Transferable listening, reading, writing, translation, thinking	Develop skills/research all aspects of chosen research subject
	Theme 2			
	Literary work/Film			
Year 2	Theme 3			
	Theme 4			
	Literary work/Film			
	Revision			

3.2 Suggested resources

Our free **online support** for A level Greek, which can be accessed on our website, includes guides on:

- [teaching literature](#)
- [teaching film](#)
- [how to analyse a text or film](#)
- [how to develop research skills.](#)

Other useful resources include:

Grammar

Νεοελληνική γραμματική του Μανόλη Τριανταφυλλίδη

http://www.greek-language.gr/greekLang/files/document/modern_greek/grammatiki.triantafyllidi.pdf

Γραμματική Νέας Ελληνικής Γλώσσας

<http://ebooks.edu.gr/modules/ebook/show.php/DSGYM-A112/621/4004,17964/>

Μπαρμπινιώτης, Γ., *Σύγχρονη σχολική γραμματική*, Κέντρο Λεξικολογίας, Αθήνα, 2017

D. Holton, P. Mackridge, I. Philippaki-Warbuton, *Greek: A Comprehensive Grammar of the Modern Language*, London and New York, 1997

Literature

C.P. Cavafy

Σημειώσεις Νεοελληνικής Λογοτεχνίας του Κωνσταντίνου Μόντη

https://latistor.blogspot.com/2010/03/blog-post_7617.html

Articles

<http://www.kavafis.gr/kavafology/articles/list.asp>

Alki Zei

<https://www.bookpress.gr/kritikes/elliniki-pezografia/h-arravoniastikia-tou-axillea>

http://www.eens-congress.eu/?main_page=1&main_lang=de&eensCongress_cmd=showPaper&eensCongress_id=194

<https://www.oanagnostis.gr>

<https://www.youtube.com/watch?v=JtqIDmPZvx8>

Menis Koumandareas

http://www.griechische-kultur.de/Autoren_Neuerscheinungen/Koumantareas/Koumantareas_gr.htm

<http://users.otenet.gr/~hdermi/20koum.htm>

<https://babisdermitzakisblog.files.wordpress.com/2017/09/ceaccf81ceb8cf81ceb1-ceb1cebdc1cebacebfceb9cebdcf8ecf83ceb5ceb9cf82-ceba-cebbcf80.pdf> (pages 403-412)

Christos Ikonomou

Interviews with the author

<https://lithub.com/christos-ikonomou-accidental-prophet-of-a-country-in-crisis/>

<https://nasslit.com/dont-be-afraid-an-interview-with-christos-ikonomou-9d776b89ea6f>

Reviews and articles

<http://www.biblionet.gr/book/>

http://www.diavasame.gr/page.aspx?itemID=PPG1385_758

https://roadartist.blogspot.com/2013/10/blog-post_21.html

<https://www.nakasbookhouse.gr/content/paroyiasi-kritiki-vivlioy-hristos-oikonomoy-kati-tha-ginei-tha-deis-ekdoseis-polis>

Film Reviews

Μικρά Αγγλία

<http://www.lifo.gr/guide/cinema/2418>

<https://www.thessalonikiartsandculture.gr/cinema/kritiki-cinema/mikra-agglia-kritiki-tainias/>

<https://tvxs.gr/news/sinema/%C2%ABmikra-agglia%C2%BB-i-tragiki-istoria-enos-aneplirotou-erota>

Η αιώνια επιστροφή του Αντώνη Παρασκευά

<http://flix.gr/cinema/h-aionia-epistrofh-toy-antonh-paraskeya.html>

<http://www.lifo.gr/guide/cinema/2456>

<https://tvxs.gr/news/sinema/%C2%ABi-aionia-epistrofi-toy-antoni-paraskeya%C2%BB-kai-i-yparksiaki-krisi-enos-dimosiografoy>

September

<http://flix.gr/news/ola-ginontai-gia-ena-logo-protos-eikones-apo-to-se.html>

<http://www.lifo.gr/guide/cinema/2351>

<https://www.clickatlife.gr/cinema/story/16726>

Νοτιάς

<http://gr.ign.com/o-notias/23058/review/notias-review>

http://www.lifo.gr/articles/cinema_articles/86920

<https://tvxs.gr/news/sinema/ena-erotiko-gramma-stin-ellada-kai-sinema-apo-ton-taso-mpoylmeti-notias>

Ουζερί Τσιτσάνης

<https://www.thessalonikiartsandculture.gr/cinema/kritiki-cinema/film-review-ouzeri-tsitsanis/>

<https://www.neolaia.gr/2015/11/18/ouzeri-tsitsanis-kritiki-tis-tainias/>

<http://www.lifo.gr/guide/cinema/3161>

<http://www.tovima.gr/culture/article/?aid=758715>

Various online resources, newspapers, television and radio

Educational resources

- The portal for Greek language offers useful links for online resources for the study of language and literature, bibliographies, corpora, and dictionaries:
<http://www.greek-language.gr/greekLang/index.html>
- Fryktories is an educational site that offers ideas and materials to support the teaching of Greek as a foreign and second language:
<http://www.komvos.edu.gr/fryktories/>
- Digital school platforms, interactive textbooks, lesson plans, glossary of terms and learning objects repository:
<http://ebooks.edu.gr/new/allmaterial.php>
<http://ebooks.edu.gr/modules/ebook/show.php/DSGL-B125/689/4552,20624/>
http://econtent.schools.ac.cy/mesi/logotechnia/didaktiko_yliko/c_gymnasiou/vivlio_mathiti_c_gymn_2014.pdf
- Online guidance on essay writing:
https://4gymzografou.files.wordpress.com/2012/12/ektheseis_b.pdf
<http://www.vlioras.gr/Philologia/Composition/Themata.htm>
- Free software to create a variety of self-assessment, web-based tasks especially in relation to grammar transformation exercises:
<http://hotpot.uvic.ca/>

News Agencies and Newspapers

- ΑΥΓΗ (<http://www.avgi.gr/>)
- ΤΟ ΒΗΜΑ (<http://www.tovima.gr/>)
- ΤΑ ΝΕΑ (<http://www.tanea.gr/>)
- ΚΑΘΗΜΕΡΙΝΗ (<http://www.kathimerini.gr/>)
- Διαδικτυακή εφημερίδα του in.gr (<http://news.in.gr/>)
- Ε.Ρ.Τ. on-line (<http://www.ert.gr/>)
- Greek Media Index (<http://www.pathfinder.gr/>)
- LiFO: News, urban culture (<http://www.lifo.gr/>)
- ΠΟΛΙΤΗΣ (<http://www.politis-news.com/>)
- ΦΙΛΕΛΕΥΘΕΡΟΣ (<http://www.philenews.com/main/default.aspx>)
- ΚΑΘΗΜΕΡΙΝΗ, ΚΥΠΡΟΣ (<http://www.kathimerini.com.cy/>)

Culture and Media

- Greek Ministry of Culture (<https://www.culture.gr/el/SitePages/default.aspx>)
- Centre for Neo-Hellenic Studies (<http://www.snhell.gr/index.asp>)
- ELIA: The Hellenic Literary and Historical Archive (<http://www.elia.org.gr/default.fds?langid=1>)
- Centre for the Greek language (<http://www.greeklanguage.gr/>)
- Greek Film Centre (<http://www.gfc.gr>)
- Thessaloniki Film Festival (<http://www.filmfestival.gr/>)

Greek Films, documentaries and TV online

- <http://www.greek-movies.com>
- <http://www.livemovies.gr/>
- <https://vimeo.com/ondemand/>

Modern Greek Studies

- Greek Language Portal (<http://www.greek-language.gr/greekLang/index.html>)
- Dialang (<http://www.dialang.org/intro.htm>)
- Institute for Language and Speech Processing (ILSP) (<http://www.xanthi.ilsp.gr/>)
- Greek online encyclopaedia: (<http://www.livepedia.gr/>)
- Greek history online: (<http://www.ime.gr/chronos/15/>)

4 Content guidance

The themes and sub-themes identified below are vehicles for the development of linguistic and cognitive skills, as well as cross-cultural awareness. Assessment is predominantly related to the ability to use the target language. Papers 1, 2 and 3 will be based on content from the four themes. Students will need to demonstrate knowledge and understanding of, and critical and analytical response to, the target language community and culture.

4.1 Themes and sub-themes

Theme 1, 'Changes in Greek society', examines specific social issues and trends that are of core importance, and allows the study of how they have emerged and are evolving over time. For example, the sub-theme 'family and relationships' enables students to study the transition and evolution of the traditional family structure. The optional research subject 'education in Greece' allows students to relate their studies to their own personal experience.

Theme 2, 'Art and culture in Greece', allows students to expand their cultural knowledge by learning about artistic culture in Greece. The sub-themes 'modern culture and media' and 'tradition and folklore' give students the opportunity to study important aspects of modern and traditional Greek culture. The optional research subject focuses on an important artistic and cultural movement, Rebetika.

In **Theme 3**, 'Perspectives on Cyprus', the sub-themes 'physical geography' and 'human geography' cover important aspects of Cypriot society, past and present. The optional research subject, 'the history of Cyprus 1974–1983' requires students to study some of the most momentous events that have defined the history, politics and society of Cyprus. The chosen period is taught in Greek and Cypriot schools as a significant historical period.

Theme 4, 'New developments in the political and economic landscape', focuses on political culture in the context of issues and events in contemporary Greece, most notably the recent economic crisis and its repercussions. The optional research subject 'refugees in Greece' gives students an opportunity to consider the arrival of refugees since 2015 and their integration into society.

4.2 Prescribed works

Literary works	<i>Κάτι θα γίνει, θα δεις</i> , Χρήστος Οικονόμου, 2010 (short stories) <i>Η μυρωδιά τους με κάνει να κλαίω</i> , Μένης Κουμανταρέας, 1997 (short stories) <i>Η Αρραβωνιαστική του Αχιλλέα</i> , Άλκη Ζέη, 1987 (novel) <i>Ποιήματα (Αναγνωρισμένα)</i> , Κωνσταντίνος Καβάφης, 1935 (poetry)
Films	<i>Ουζερί Τσιτσάνης</i> , dir. Μανούσος Μανουσάκης (2015) <i>Νοτιάς</i> , dir. Τάσος Μπουλμέτης (2015) <i>September</i> , dir. Πέννυ Παναγιωτοπούλου (2013) <i>Η αιώνια επιστροφή του Αντώνη Παρασκευά</i> , dir. Ελίνα Ψύκου (2013) <i>Μικρά Αγγλία</i> , dir. Παντελής Βούλγαρης (2013)

For each of the prescribed literary works and films, students need to consider:

- Author/Director
- Relevant background
- Plot
- Main character(s)
- Themes
- Important quotations/dialogue and scenes
- Reference materials and extended reading

For further guidance, download our [guide to analysing text or film](#).

5 Assessment guidance

5.1 Breakdown of Assessment Objectives

The breakdown of Assessment Objectives by paper will be as follows:

Paper	A01	A02	A03	A04	Total
Paper 1: Translation into English, reading comprehension and writing (research question) in Greek	-	25	5	10	40%
Paper 2: Translation into Greek and written response to works	-	-	20	10	30%
Paper 3: Listening, reading and writing in Greek	20	5	5	-	30%
Total	20	30	30	20	100%

5.2 Assessment overview

The Pearson Edexcel A level in Greek comprises three externally-examined papers that assess listening, reading and writing skills.

Paper 1: Translation into English, reading comprehension and writing (research question) in Greek 2 hours 30 minutes (80 marks)
Section A: Translation into English (20 marks) We recommend students spend 20 minutes on Section A. Students must translate one unseen text from Greek into English. Section A draws on vocabulary and structures from any one of the sub-themes within the four themes.
Section B: Reading (20 marks) We recommend students spend 45 minutes on Section B. Students must respond to four comprehension questions based on a variety of text types and genres. Section B draws on vocabulary and structures across all sub-themes within the four themes.
Section C: Writing (research question) (40 marks) We recommend students spend 1 hour 25 minutes on Section C. Students must read one unseen text in Greek and then answer a question, incorporating information and ideas from both the unseen text and their research findings. Section C draws on a student's independent research of their chosen research subject.

<p>Paper 2: Translation into Greek and written response to works 2 hours 40 minutes, 110 marks</p>
<p>Section A: Translation into Greek (20 marks) We recommend students spend 30 minutes on Section A. Students must translate one unseen passage from English into Greek. Section A draws on vocabulary and structures from any one of the sub-themes within the four themes.</p>
<p>Section B: Written response to works (literary texts) (45 marks) We recommend students spend 1 hour 5 minutes on each response in Sections B and C. Students must write an extended response on either one or two of the literary texts listed in the specification. Students choose one question from a choice of two for each of their chosen literary texts. If a student answers questions on two literary texts, then they do not complete Section C.</p>
<p>Section C: Written response to works (films) (45 marks) We recommend students spend 1 hour 5 minutes on each response in Sections B and C. Students must write an extended response on one of the films listed in the specification (if they only answered one question in Section B). Students choose one question from a choice of two for their chosen film.</p>

<p>Paper 3: Listening, reading and writing in Greek 2 hours 15 minutes, 60 marks</p>
<p>Section A: Listening comprehension (30 marks) We recommend students spend 45 minutes on Section A. Students must respond to four comprehension questions based on a variety of contexts and sources. Section A draws on vocabulary and structures across all sub-themes within the four themes.</p>
<p>Section B: Listening, reading and writing (30 marks) We recommend students spend 1 hour 30 minutes on Section B. Students must summarise a listening source and a text, both of which are based on the same sub-theme. Students must then evaluate the points of view in both sources, stating which views they agree with and why. Section B draws on vocabulary and structures from any one of the sub-themes within the four themes.</p>

5.3 Understanding how to apply the mark grids

Paper 1: Translation into English, reading comprehension and writing (research question) in Greek

Section A: Translation into English

The translation into English question is marked using a points-based mark scheme (Sample Assessment Materials, page 23). The translation is divided into 20 'chunks', and there is one mark available for the correct translation of each chunk.

The mark scheme gives acceptable answers for each chunk but these are indicative only and variants will be accepted by the examiner if they convey the same intended meaning.

Misspellings are tolerated as long as they don't lead to ambiguity. For example, 'drought' misspelled as 'drowght' would be acceptable, but misspelled as 'draught' would be unacceptable as this is a real word with a different meaning (leading to ambiguity).

Section B: Reading comprehension

The questions in this section are marking using a points-based mark scheme (Sample Assessment Materials, pages 27–29)

There is extensive guidance on the marking principles that will be applied to the questions in this section on pages 25–26 of the Sample Assessment Materials. The key things to remember are:

- Students don't have to respond in full sentences to open-response questions.
- Students can use words from the reading extract in their answer, but must not copy whole sections where the question requires them to manipulate the language in order to give an accurate response.
- There are no marks for quality of language in this section, so spelling and grammar mistakes will be tolerated as long as they do not introduce ambiguity.
- For a one-mark answer, the candidate's first response is taken as the answer, even if this response is incorrect and the correct information follows later. Where two marks are available, apply the same rule, i.e. the first two responses are taken as the answer even if they are incorrect and the correct information follows later.
- Students must answer in Greek – correct answers in the wrong language will not be awarded marks.

Section C: Writing (research question)

This question is marked using three levels-based mark grids:

- Knowledge and understanding of society and culture (via research) (AO4)
- Understand and respond to written language in writing (AO2)
- Accuracy and range of language (AO3).

In their response, students should demonstrate knowledge and understanding of society and culture through their ideas, arguments and conclusions, supported by information, references and examples from their research. Students must also refer to information in the text that supports their ideas, arguments and conclusions (thereby showing understanding of the text).

There are more marks available for AO4 (20 marks) than AO2 (10 marks), so students are expected to place more emphasis on knowledge and understanding of society and culture (AO4) than on the text (understand and respond in writing to written language – AO2).

Students can demonstrate their knowledge and understanding of society and culture (research) by providing relevant ideas, information, references and examples related to aspects such as:

- lifestyle/customs/events, both current and historical
- important figures, both current and historical
- public opinion, feelings, reaction and behaviour.

Note that this list is not exhaustive.

Answers will be marked according to the guidance on pages 32-35 of the Sample Assessment Materials.

Paper 2: Translation into Greek and written response to works

Section A: Translation into Greek

The translation into Greek is marked using a points-based mark scheme (Sample Assessment Materials, pages 59–60). The translation is divided into 20 'chunks', and there is one mark available for the correct translation of each chunk.

The mark scheme gives acceptable answers for each chunk but these are indicative only and variants will be accepted by the examiner if they convey the same intended meaning.

The mark scheme for Paper 2 states:

- The position of the stress must be indicated consistently throughout this exercise.
- Spelling: non-grammatical misspellings are tolerated, for example διαφήμιση rather than διαφήμιση, as long as they are not ambiguous (for example φίλο rather than φύλο) or in the wrong language.
- Verb endings must be correct and will not be classed as spelling errors.
- Adjective endings must be correct and will not be classed as spelling errors.
- Accept any appropriate alternatives that do not already appear in the acceptable answers column.

Sections B and C: Written response to works

Each individual essay is marked using three levels-based mark grids:

- Critical and analytical response (AO4)
- Range of grammatical structures and vocabulary (AO3)
- Accuracy of language (AO3).

Answers will be marked according to the guidance on pages 61-66 of the Sample Assessment Materials.

The indicative content given in the mark scheme is not exhaustive, and students should be rewarded for any valid response and may draw on any relevant examples from the work.

Paper 3: Listening, reading and writing in Greek

Section A: Listening comprehension

The questions in this section are marked using a points-based mark scheme (Sample Assessment Materials, pages 109-112)

Section B: Listening, reading and writing

Questions 5(a) and 5(b) are marked using a points-based mark scheme (Sample Assessment Materials, page 113).

Question 5(c) is marked using three levels-based mark grids:

- Understand and respond to spoken language (AO1)
- Understand and respond to written language (AO2)
- Accuracy and range of language (AO3).

Answers will be marked according to the guidance on pages 114–118 of the Sample Assessment Materials.

6 Subject advisor support

Your subject advisor for languages is Alistair Drewery, and you can contact him with any questions you have about A level Greek.

Alistair Drewery

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