

GREEK

Paper 0543/02

Reading and Directed Writing

General comments

The standard of performance was very high overall with most candidates scoring full or almost full marks in **Sections 1** and **2**. Virtually all candidates attempted **Section 3** and gained marks in this section.

In general, the candidates' ability to spell was very good although there was some phonetic spelling, especially in the case of first person plural verb endings and plural noun endings.

A small number of candidates did not answer on the question paper contrary to the instructions on the front cover.

Comments on specific questions

Section 1

Exercise 1 Questions 1-5

Questions 2, 3, and 4 were usually correct. **Question 1** caused a problem for a small number of candidates who confused *λαχανικά* with *λουκάνικα*. In **Question 5** a greater number of candidates did not understand *ποδήλατο*.

Correct answers are as follows:

- | | |
|---|---|
| 1 | D |
| 2 | C |
| 3 | B |
| 4 | D |
| 5 | B |

Exercise 2 Questions 6-10

Most candidates scored full marks in this exercise. The most common errors were with **Questions 6** and **7** although only **Question 9** was answered correctly by all candidates.

The correct answers are as follows:

- | | |
|----|-------|
| 6 | Λάθος |
| 7 | Σωστό |
| 8 | Λάθος |
| 9 | Σωστό |
| 10 | Σωστό |

Exercise 3 Questions 11-15

There were very few errors in this exercise. A very small number of candidates struggled with **Questions 12** and **15**.

The correct answers are as follows:

- | | |
|----|---|
| 11 | E |
| 12 | D |

- 13 B
14 F
15 C

Exercise 4 Question 16

Most candidates performed well, scoring 3 marks for communication and at least 1 mark for accuracy. Some candidates answered **(a)** by giving a placename rather than using *παραλία* and this was tolerated provided that the place given was clearly by the sea. A small number of candidates failed to describe the activities shown in the pictures and described unrelated activities, losing marks for communication. In order to score full marks for accuracy, candidates needed to use at least two verbs correctly and this was achieved by most candidates.

Section 2

Exercise 1 Questions 17-24

Most candidates coped very well with this exercise and were able to locate the answers easily in the text. **Question 17** was answered correctly by all candidates. Some candidates answered **Question 18** by giving either *Αλίκη* or *85 μαθητές*. Neither of these on their own was sufficient to score full marks. **Question 19** caused few problems. **Question 20** was answered well in general, although some candidates thought that *Αλίκη* was the answer. **Question 21** presented few problems but the most common incorrect answer was *δεν έχει σπίτι*. Very few candidates failed to gain marks in **Questions 22, 23 and 24**.

The correct answers are as follows:

- 17 C
18 Η Αλίκη μαζί με 85 συμμαθητές της.
19 Για τη φροντίδα των αδέσποτων ζώων της γειτονιάς / Να δημιουργήσουμε ένα σπίτι για τα ζώα.
20 Ειδικά εκπαιδευμένα άτομα / άνθρωποι που έχουν εκπαιδευθεί για αυτή τη δουλειά.
21 (i) κινδυνεύουν να χτυπήσουν
(ii) κινδυνεύουν να πεθάνουν από την πείνα / πεινάνε
22 (i) μια συλλογή φωτογραφιών
(ii) μια ταινία
23 Να βοηθήσουν στη φροντίδα των ζώων / να βοηθήσουν στο σπίτι για τα ζώα.
24 (γιατί) έχει δύο δικά της σκυλάκια.

Exercise 2 Question 25

In general, this question was well answered with many candidates achieving full marks. The vocabulary used was limited in many cases, usually describing activities such as eating out and visiting cinemas but there were a few candidates who used more challenging vocabulary effectively.

A small number of candidates did not understand the requirements of the question and wrote instead about a specific visit to a friend rather than the more general topic required and so lost marks for communication. Some candidates also failed to mention all 3 activities required in **(b)** and therefore also lost marks.

Spelling was generally of a high standard but, where there was a problem, it was often with the first person plural verb ending *-ουμε*.

Section 3

Exercise 1 Questions 26-31

This exercise proved to be the most challenging on the paper although many candidates coped well with it. The most common reason for scoring low marks was failure to manipulate the language of the text although for some of the questions a direct lift was acceptable.

Misspelling of verb endings was tolerated provided that the word was phonetically correct.

A very small number of candidates failed to tick the True/False box but then corrected the statement.

Question 26 caused some difficulties in that a direct quote was not acceptable but those candidates who changed the quote into the third person scored a mark. **Questions 27** and **28** posed few problems. In **Question 29** some candidates failed to mention both hospital and school and lost a mark. **Question 30** was generally well answered but a small number of candidates quoted *δεν είναι έτσι* from the text which was not acceptable. **Question 31** was well answered.

The correct answers are as follows:

- 26** Λάθος
Του άρεσε να αφιερώνει χρόνο στην ορειβασία.
- 27** Λάθος
Επτά ομάδες είχαν προσπαθήσει να ανεβούν.
- 28** Σωστό
- 29** Λάθος
Εχτισε ένα νοσοκομείο και ένα σχολείο.
- 30** Λάθος
Η ομαδική δουλειά παίζει τον σημαντικότερο ρόλο.
- 31** Σωστό

Exercise 2 Questions 32-39

This text proved to be fairly straightforward and many candidates scored full marks in this section.

Questions 32, 34, 35, 36, 37 and **38** caused no problems. In **Question 33** the most common error was *μπορεί να βλέπει με τις ώρες σινεμά*. In **Question 39** the most common reason for failing to score the mark was that the candidate had inferred information from the text which was not actually stated. Usually, there was an assumption that watching DVDs at home would be more comfortable.

The correct answers are as follows:

- 32** Θα επιλέξουν την καλύτερη ταινία.
- 33** Είναι διασκέδαση / Θέλει να γίνει σκηνοθέτης / Φέρνει κοντά τους πολιτισμούς / Αναφέρεται σε κοινωνικά ζητήματα. (Any two)
- 34** Είναι γεμάτοι κόσμο / Έχουν πολύ κόσμο.
Έχουν άνετες αίθουσες.
- 35** Αν η ταινία έχει γίνει για εμπορικούς λόγους / Θέλει να νιώσει ότι ο σκηνοθέτης ήθελε πραγματικά να κάνει την ταινία.
- 36** Το περιεχόμενο / νόημα / η πλοκή
- 37** Παλιά / Στη δεκαετία του '50 γίνονταν καλές / σπουδαίες ταινίες χωρίς τεχνολογία / με λιγότερα μέσα.
- 38** Δεν έχουν χρήματα.
- 39** Είναι φθηνότερο / Οι νέοι βλέπουν ταινίες της επιλογής τους / Μαζεύονται παρέες (Any one)

GREEK

<p>Paper 0543/03 Speaking</p>

General comments

Centres presented candidates for the first time and this paper was common to all candidates who had followed both a Core and an Extended Curriculum course.

Centres in general showed a professional approach to the examination and almost all candidates displayed a very pleasing level of communication skills. Although the exam is new Teacher/Examiners appeared comfortable with the format of the examination and they were aware of how to elicit the best performance from their candidates.

Administration

Instances of clerical errors were observed. Centres are reminded that they should check carefully both the addition of marks for each candidate on the summary mark sheet and the transfer of the totals to the MS1 mark sheet. Centres inserted efficiently the name of the examining teacher in the box provided for that purpose on the summary mark sheet. This will ensure that feedback on how to improve the conduct and assessment of the test reaches the appropriate person.

Quality of recording

The quality of recording was good in almost all Centres. An isolated instance of poor recordings due to background noises made moderation for that Centre difficult. Centres should ensure that the recording takes place in a quiet environment.

Examiners introduced appropriately each candidate on the tape and the number of the Role play card being attempted.

There were no cases of the tape being stopped between different sections of a candidate's test. Also there were few instances of poor labelling of the cassettes. Centres should ensure that both the cassettes and their boxes are correctly labelled.

Duration of tests/missing elements

There were some instances of overlong examinations. No candidate should be examined for more than 15 minutes as where tests last for longer than this the result is often candidate and Teacher/Examiner fatigue. Fifteen minutes provides Moderators with sufficient material to assess performance.

Care should be taken to ensure that no section of the test is omitted. Each candidate's speaking test must consist of the following: two Role plays, a Topic/Discussion (approximately 5 minutes) and a General conversation (also approximately 5 minutes). When conducting the Role plays, Examiners must give candidates the opportunity to attempt all parts of each task. In many cases there will be two or more parts to a task and marks cannot be awarded for elements that are not attempted. It is for this reason that Teacher/Examiners are required to prepare their roles in the Role plays prior to the examination. Although candidates must not know in advance which questions they will be asked in the conversation sections of the test, Teacher/Examiners will find it useful to build up banks of questions to avoid 'drying up' on the day. In the most successful speaking tests, it was clear that the Examiner was listening to what the candidate had to say and that the conversation was a natural and spontaneous development of topics which the candidate had encountered throughout their course of learning.

Application of the mark scheme

Generally, marking in Centres was close to the agreed standard.

Comments on specific questions

Role plays A

Centres are reminded to encourage candidates to attempt all parts of each task. Marks can only be awarded for completion of the tasks set by CIE so it is vital that Teacher/Examiners stick to the tasks specified in the Teachers' Notes booklet and on the Role play cards. If only one part of a task is completed, only one mark can be awarded. Candidates should be reminded to look out for tasks which include the requirement to greet or thank.

The A Role plays appeared to be of equal difficulty for the candidates and a fair test at this level. They are designed to be easier than the B Role plays and are set using the vocabulary and topics from the Defined Content (Areas A, B and C). Generally, candidates found them accessible and even the weakest candidates were able to score at least two marks per task.

Invitation to a party

Candidates coped very well with this Role play and they were able to perform all tasks.

Booking a table at a restaurant

Again, candidates seemed very comfortable with all tasks of this Role play.

Arrangements to go to the cinema

Candidates coped very well performing all tasks of this Role play.

Role plays B

The B Role plays were more demanding in that they required candidates to use different tenses and to explain and justify where necessary. Candidates found them accessible, with even the weaker ones able to gain marks when led through the tasks in a sympathetic manner by the Teacher/Examiner.

Changing a pair of trousers at a shop

Candidates were clearly able to display all necessary linguistic skills for this Role play. They used present and past tenses correctly. In some cases Examiners felt free to conduct the scenario of the Role play in their own way without following exactly the tasks of the Role play. As a consequence of this some marks were lost. Centres should be reminded to follow the suggestions of the Role play and prepare them in advance. Candidates should also be reminded to follow closely the instructions on their Role play card.

Requesting information in a tourist office

Candidates were clearly able to communicate their situation, what they wanted and why. Again there was a degree of failure to follow exactly the suggested scenario of the Role play especially on the part of the Teacher/Examiner.

Requesting information about a school

Candidates dealt successfully with the tasks of this Role play, although in some cases they failed to address all of them. In task 2, for example, marks were lost because they did not explain how big the school was by providing the number of boys and girls.

Topic/Discussion

It made for interesting listening to hear a wide range of topics from candidates. This section of the examination gives candidates the chance to prepare vocabulary and structures in advance and is intended to give them a confident start to the conversation sections. Teacher/Examiners should advise candidates not to choose "Myself" as a topic as it can become far too general and leave little to be exploited in the General conversation section. Generally, candidates chose topics appropriate to their level of linguistic ability. Some very good performances were heard on "My hobbies", "Life in my town" or "Caring for our environment". Such topics proved to be a rich source of conversation. The best performances were to be found in Centres where a natural and spontaneous conversation took place after the initial presentation of the topic. There were many instances of good examining which enabled candidates to work in different tenses and to give and justify their opinions. Candidates across the range performed well when the questions were pitched at a level of difficulty appropriate to their ability.

Teacher/Examiners are reminded that Moderators find it useful (as do candidates) to be told when this section of the test is over and when the examination is moving into the General conversation section.

General Conversation

As in the Topic/Discussion section some excellent performances were heard. Teacher/Examiners, however, should be reminded to cover at least two topics in this section of the test. These should be different for different candidates and should be chosen by the Teacher/Examiner so as not to overlap with the Topic/Discussion section. Moreover Teacher/Examiners should remember to ask questions which enable candidates to expand upon information and use a variety of tenses and structures. Closed questioning techniques which elicit *ναι/όχι* responses are best avoided in favour of questions such as *μίλησε μου για*

Overall, instances of natural conversations were heard. There were some mature, fluent and fascinating accounts of life as experienced by an international candidature.

GREEK

Paper 0543/04
Continuous Writing

General comments

Candidates in general performed very well and the majority of the scripts received were of a high standard. With few exceptions, candidates were competent in the language and had the necessary linguistic skills to cope well with the tasks on the question paper.

The highest marks for Language were awarded to those who not only displayed a rich and varied vocabulary, but were also able to sustain a sequence of correct Greek containing a range of structures. Candidates should be reminded of the importance of linguistic accuracy. Some marks were lost, even by able candidates, due to careless spelling and basic errors of grammar.

An ability to use appropriate tenses is assessed in the paper. Candidates in general displayed high ability in using the appropriate tenses in their answers.

More able candidates were rewarded for the appropriate use not only of the past tense, but also of irregular verbs in present, past and future tenses as well as correct forms of pluperfect and the subjunctive. Furthermore, correct use of a variety of irregular nouns, adjectives and participles was a feature of the best scripts. Candidates had clearly been well trained for the task of writing letters as they were able to begin and end their letter with appropriate formalities.

In terms of the assessment of effective communication most candidates displayed good understanding of the tasks set out in the rubric and they responded to all of them to a satisfactory degree.

Most scripts were of the stipulated length of 140 words and only a few Communication marks were lost because of either short or lengthy answers.

Only a small minority of candidates were so concise in handling the elements required by the rubric that their answers were well short of the word limit and a number of potential marks for language were sacrificed in those scripts.

Presentation and handwriting were in general of good quality.

Comments on specific questions

Question 1

(a) Visiting Greece

There were too few responses to this question to make general comment appropriate.

The rubric, however, seemed unambiguous – *πρόγραμμα φιλοξενίας στην Ελλάδα* – and the required elements were relatively simple for this question.

(b) School celebration

Candidates found plenty to say about helping to organise a school celebration and there was a variety of different kinds of school celebrations (opening of a new school, school anniversary, Christmas, *Αποκριές*, graduation, May festival, Biology festival, talent show, St Valentine's Day etc.)

Most candidates were able to use a varied range of idiom in their answers and were rewarded accordingly for Language.

Register was not a problem and the question proved to be a fair one as almost all candidates were able to find something to say about each task, and the best were able to show their knowledge and linguistic skills in detailing what was included in the programme and how they prepared for this celebration.

Almost all answers were of the appropriate length and few marks were lost for Communication. The question enabled the weaker candidates to score marks for both Communication and Language for using simple statements in the past tense while at the same time offering the stronger candidates the opportunity to show off their skills by employing more complex and polished language.

Question 2

Completing the story

The open-ended nature of the narrative enabled stronger candidates to shine, but made demands on the least able candidates which they had difficulty in meeting. Marks were lower among weaker candidates for this question than for the letter in **Question 1** whereas better candidates frequently scored more highly for **Question 2**.

Candidates seemed to have read the rubric carefully and their story started from the point where the stimulus ended. Nearly all understood the narrator had returned to the meeting place but found no one, so he/she needed to find his/her group.

Again, candidates were very inventive in their responses (the coach had left without them or had punctured tyres, or was attacked by robbers, or the driver was ill and had to be taken to hospital). The need however to “invent” their answers led some candidates into unnecessarily complicated accounts which were hard to sustain and sometimes difficult to comprehend. Weaker candidates should be encouraged to simplify their narratives and to ensure they know the past tense of common verbs.

Most began the story by expressing an initial reaction to being abandoned or finding something unexpected, and scored a Communication Mark for *φοβήθηκα, στενοχωρήθηκα, δεν ήξερα τι να κάνω, δεν πίστευα στα μάτια μου*, or a feeling or emotion of some kind. Then they went on to relate events which led them back to their friends on the bus or described a sequence of actions to solve the situation. Most were sensible and thought first about using the inevitable mobile phone to call the bus. Some had left their phone on the bus so attempts were made to use a public phone, only their money was on the bus too. They were reduced to asking a stranger for help. The chapter of misfortunes was told with relish and a touch of humour by the stronger candidates. Eventually, problems were resolved, contact was made with the party and some logical explanations were given for what had happened.

Such stories in their simplest versions were within the compass of average to strong candidates who were able to handle past tenses, usually perfect and imperfect, effectively. Only a small minority wrote confused accounts of being ill and taken to the doctor. Such accounts proved to be well beyond the powers of the less able who would have been wiser to simplify their answers.

The stronger and well-prepared candidates should be congratulated for achieving a multitude of Language marks for the correct use of a variety of tenses and infinitives, negative constructions, object, emphatic and relative pronouns, subordinate clauses with appropriate conjunctions and a rich and varied vocabulary. The best answers often contained effective use of indirect speech and revealed the thoughts and feelings of the narrator when faced with the frightening situation. Weaker candidates tended to lose Language marks because of a failure to employ correct forms of the perfect tense, with faulty past participles being used and incorrect choice of auxiliary verbs. Some simply did not attempt past tenses and used the present throughout, thus losing marks both for Language and appropriate Communication. Careless errors were found on some scripts with inaccurate noun and adjective cases or the wrong verb endings.