

GREEK

Paper 0543/02
Reading and Directed Writing

General comments

Candidates' standard of performance overall was high. **Section 1** was answered well with most candidates scoring full or nearly full marks. In **Section 2** candidates coped well with the tasks and all candidates attempted **Section 3** and scored some marks in this section.

Generally, candidates' spelling was good although there was some phonetic spelling and some candidates omitted accents or used them incorrectly.

There were some problems with candidates failing to read the rubrics correctly.

Comments on specific questions

Section A

Exercise 1 Questions 1 – 5

Question 1 was usually answered correctly. A small number of candidates found **Questions 2** and **3** difficult. **Questions 4** and **5** caused few problems.

Correct answers are as follows:

1	C
2	B
3	D
4	A
5	C

Exercise 2 Questions 6 – 10

Question 6 was answered correctly by most candidates. **Question 7** caused difficulties for a number of candidates who did not understand *ᾄθεάν*. A very small number of candidates answered **Questions 8, 9** and **10** incorrectly.

Correct answers are as follows:

6	Λάθος
7	Λάθος
8	Σωστό
9	Σωστό
10	Λάθος

Exercise 3 Questions 11 – 15

Most candidates scored full marks in this exercise with only a very small number answering questions incorrectly.

Correct answers are as follows:

11	D
12	A
13	E
14	F
15	B

Exercise 4 Question 16

Most candidates performed well in this exercise scoring 3 marks for communication and at least 1 for language. However, a significant number of candidates failed to read the rubrics and described their own family circumstances rather than those in the pictures. This meant that they did not score for communication and therefore also lost language marks as they had not completed the required tasks.

Some candidates omitted accents or used them incorrectly. In order to score full marks for language, two verbs had to be written and used correctly, including the accents.

Section 2**Exercise 1 Questions 17 – 23**

In general, candidates coped well with this exercise and were able to locate the answers in the text. Virtually all candidates answered **Question 17** correctly. A common problem in **Questions 18** and **19** was that the candidate gave the two correct answers in **(i)** and an incorrect answer in **(ii)** which meant that they could only score a maximum of 1 mark. **Question 20** was answered correctly by almost all candidates. **Questions 21, 22** and **23** caused few problems although some candidates failed to change the verb endings in order to answer the question accurately.

The correct answers are as follows:

17	D
18	(i) έχει καλή διάθεση (ii) δεν είναι αυστηρή μαζί τους
19	(i) τους κάνει ερωτήσεις (στο τέλος κάθε μαθήματος) (ii) λύνει τις δύσκολες ασκήσεις στην τάξη
20	Πιστεύουν ότι είναι καταπληκτική δασκάλα
21	(Γιατί) αγαπάει πολύ το μάθημά της
22	(i) διαβάζει πιο πολλές ώρες στο σπίτι (ii) κάνει μεγαλύτερη προσπάθεια στην τάξη
23	γιατί κάθε φορά όταν λύνει σωστά μια άσκηση, η καθηγήτρια της λέει ότι έκανε καλή δουλειά Must include όταν λύνει σωστά.

Exercise 2 Question 24

In this exercise, candidates not only had to complete all the required tasks but also expand their answers in order to gain all ten marks for Communication.

Some candidates omitted or misused accents which affected their mark for Accuracy. All verbs had to be spelt and used correctly in order to be awarded credit. The correct use of a range of verbs was also necessary for full Accuracy marks.

Vocabulary was usually limited in this exercise to activities such as serving drinks, cleaning and buying clothes and shoes.

Section 3**Exercise 1 Questions 25 – 30**

Candidates performed well in this exercise overall. There were very few problems with **Questions 25** and **26**. In **Question 27** the most common omission in the answer was the phrase *μεγάλης διάρκειας* which was necessary to score the mark. **Questions 28** and **29** were usually answered correctly. In **Question 30**, the most common error was to answer using *σε θέατρο / θεατρικό έργο*. In a very small number of cases, the candidates were confused as to the meaning of *Σωστό / Λάθος* and therefore gave the opposite answer to that required.

Misspelling of verb endings was tolerated provided that the verb was phonetically correct. Again there was omission and misuse of accents which was tolerated provided that the meaning was clear.

In those cases where the candidate had chosen True/False correctly but then did not score for the justification, the most common reason was that s/he had failed to manipulate the language and had simply lifted a phrase from the text.

The correct answers are as follows:

- 25** Λάθος
Παρουσιάζει παραμύθια για μεγάλους, αλλά και για παιδιά
- 26** Σωστό
- 27** Λάθος
Τη δεκαετία του '60 ήταν δύσκολο να γίνουν ταινίες κινουμένων σχεδίων μεγάλης διάρκειας.
οι
Η δημιουργία κινουμένων σχεδίων δεν είχε αναπτυχθεί.
- 28** Λάθος
Στις ταινίες του δημιουργεί πάντα δικά του παραμύθια (με τη φαντασία του) / βασισμένες σε θέματα που απασχολούν τον ίδιο.
- 29** Σωστό
- 30** Λάθος
Θα ανεβάσει ένα μουσικό έργο βασισμένο σε παραμύθια του Αντερσεν.

Exercise 2 Questions 31 – 37

The most common problem in this section was the failure to manipulate the language of the text. A lift from the passage was not usually accepted and any phrase which had not been manipulated to answer the question accurately did not score. This was especially noticeable in **Question 32** where a large number of candidates gave the advantages of the bicycle instead of the disadvantages of the car.

Candidates should be aware that occasionally, a brief response may be sufficient.

Correct answers are as follows:

- 31** (i) Για να ενημερώσουν τον κόσμο να χρησιμοποιεί το ποδήλατο.
(ii) για να δώσουν συμβουλές σε όσους φοβούνται να κυκλοφορήσουν με ποδήλατο.
- 32** (i) είναι ακριβότερο από το ποδήλατο.
(ii) ο κόσμος φτάνει αργότερα στον προορισμό του.
- 33** για (να προστατεύουμε) το περιβάλλον/ για την προστασία του περιβάλλοντος (Refuse: με σκοπό...)
- 34** για να καλύπτει μεγαλύτερες αποστάσεις.
Refuse: καλύπτουν
- 35** (i) ποδηλατόδρομοι.
(ii) χώροι στάθμευσης ποδηλάτων.
Refuse: χώρων
Refuse: χώροι στάθμευσης
- 36** η απροσεξία των οδηγών αυτοκινήτων.
Refuse: της απροσεξίας
- 37** γιατί έχει ποδηλατοδρόμους/ δίκτυο ποδηλατοδρόμων

GREEK

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

General comments

This paper was common to all candidates who had followed both a Core and an Extended Curriculum course and, as in 2008, an exceptionally high level of communication skills was displayed and the results, in general, were outstanding. Teacher/examiners were to a great extent aware of how to elicit the best performance from their candidates. There were instances, however, where the threefold nature of the Speaking test was difficult to distinguish, making the moderation process harder for the Moderator, as the Topic Conversation and General Conversation were presented as one test.

Administration

Minor instances of clerical errors and a small number of missing MS1 mark sheets were reported this year. Centres are reminded that they need to send to CIE both the Working Mark Sheet and the MS1 together with the recorded samples of their candidates.

Quality of recording

The quality of recording was very good in all Centres, and cassettes were correctly labelled.

Duration of tests

There were some instances of short or overlong examinations in the Topic Conversation or the General conversation, maybe because the Examiner was trying to compensate for shorter Role plays A and B. Centres should be reminded that in cases where the Role plays last less than 5 minutes total, there is no need to extend the following parts of the examination in order to compensate. Also, care should be taken to ensure that no section of the test is omitted. 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. A few instances of harsh or rather generous marking was reported, and some adjustments were necessary.

Comments on specific questions

Role Plays A

Generally, candidates performed very well and were awarded full marks for this part of the speaking test. However, Centres should be reminded to encourage candidates to attempt all parts of each task. Marks can only be awarded for completion of tasks set by CIE so it is vital that Examiners stick to the tasks specified in the Teachers' Notes booklet and on the Role play cards. If only one part of the task is completed, only one mark can be awarded. Candidates should take time to act the scenario appropriately and not be rushed through it producing unnaturally brief exchanges with the Examiner.

At the hostel reception

Candidates coped well with this Role play although in tasks 4 and 5 some responses were unnaturally constructed with those candidates not quite displaying the appropriate language to match the task (by saying, for example, «Μπορούμε να φάμε εδώ στον ξενώνα το βράδυ;» or «Θα μπορούσαμε να πάρουμε

βραδινό στον ξενώνα απόψε;»).

At the kiosk

All the tasks of this Role play were well done and candidates seemed to have been well trained to formulate the required structures and questions when dealing with tasks 4 and 5. A small number of candidates, however, did not quite use the appropriate register when talking to an adult such as making use of the plural in pronouns and verbs (by saying, for example, «Γεια σας» or «Έχετε χάρτες της Λευκωσίας;»).

At the tourist office

Again, candidates seemed quite comfortable in responding to the tasks of this scenario. Natural exchanges and questions gave most candidates full marks for this Role play. As before, only a small number of candidates did not quite use the appropriate register when talking to an adult, such as making use of the plural in pronouns and verbs: «Καλημέρα σας» or «Μπορείτε να μου πείτε πόσο κάνουν τα εισιτήρια για το χορό;».

Role Plays B

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

Phone conversation with a friend

Most candidates gave good responses to this Role play's tasks. In Task 3 in particular, where candidates were asked to explain the problem they had with their mum or dad, most came up with very convincing and well-formulated responses. Candidates were also careful to address all parts of each task, thus gaining full marks for themselves.

Enquiring about a job on a camping site

Candidates were clearly able to explain in length to the camping manager who they were, what they wanted and what their experience was regarding this job. They were also able to formulate appropriate answers and to use more complex vocabulary and structures in their exchanges with the Examiner. However, candidates should be reminded that where tasks ask them to greet their interlocutor, their greeting forms part of a task, and marks are allocated to this.

Conversation with your friend's mum or dad

Again, candidates performed quite well in dealing with all tasks of this Role play, which required apologising, reassuring and offering solutions to problems. All candidates successfully managed to engage themselves in natural and interesting conversations with the Examiner. They gave plausible responses and explanations to all the questions of the Examiner, and they were also quite competent in using more complex and polished language in their answers.

Topic Conversation

It made for interesting listening to hear such 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 future plans", "Jobs of the future", "Greek celebrations and traditions", "My old and new school", "Life in the countries I lived in" etc. Such topics enable candidates to compare and contrast past and present experiences to great effect. Likewise, "Holidays" proved to be a rich source where a natural and spontaneous conversation took place after the initial presentation of the topic. Again, topics like, "Best holiday moments", "Holidays in America" or "Holidays in Australia" made for very interesting listening. 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.

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 onto the General Conversation section.

General Conversation

As in the Topic Conversation section, a wide range of high quality performances was heard. Examiners, however, are reminded that in this section of the test they should aim to cover at least two or three topics chosen from the Topic List in the syllabus. These should be different for different candidates and should be chosen by the Examiner so as not to overlap with the Topic Conversation section. 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: “εξήγησέ μου πώς θα...”, “για ποιο λόγο προτιμάς...”, “τι είναι αυτό που σε κάνει να... ”, “με ποιον τρόπο θα καταφέρεις να...”.

GREEK

Paper 0543/04
Continuous Writing

General comments

The majority of the scripts received this year were of a high standard. All candidates were competent in the language and had the linguistic skills to cope well with the tasks required.

As always, candidates should be reminded of the importance of addressing all the tasks of each question within the limit of 140 words, as thereafter no marks can be awarded either for communication or language. A number of marks were lost, even by able candidates, due to exceeding the word limit.

Candidates should also be reminded of the importance of linguistic accuracy in their answers. A number of marks were again lost, because of careless spelling and basic errors of grammar. In the use of verbs in particular, where accurate spelling includes the correct use of accents, many marks were lost as candidates did not make an attempt to use accents.

The highest marks for language were awarded to those who were able to sustain a sequence of correct Greek containing a range of structures of linguistic accuracy.

As ever, the ability to use appropriate tenses is assessed in the paper. Present and future are normally required in **Question 1** where a letter or an article is frequently set. Simple or imperfect past is needed for the narrative set in the past in **Question 2**. 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 the conditionals and the subjunctive. However, as mentioned earlier, marks were lost in cases of omissions or mistakes in the use of accents in verbs.

A variety of correctly used pronouns, adjectives, participles, connectives, adverbs and prepositions was again this year 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 letters with appropriate formalities.

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

Presentation and handwriting were generally of good quality, with the exception of a few candidates with large handwriting who used the margins of the paper to provide extra space for their answers.

Comments on specific questions

Question 1

(a) Young people and sport

This topic was more popular than **Question (b)** and most candidates were able to present interesting and informative letters. The rubric was well understood by all candidates and the presentation of the opinions and suggestions in task 3 of the question was well constructed and skilfully explained.

As mentioned earlier, some answers were overlong and marks were lost for Communication. Most candidates, however, were able to score quite highly for Communication for fairly simple statements, employing appropriate tenses and correctly handling irregular verbs.

The high quality of answers was similar in most scripts with a few exceptions scoring lower marks because of poor quality of language.

In stating how they spend their spare time most candidates favoured doing a sport, like tennis, swimming, football, basketball or rugby with their friends or their parents. Other options were exercising in the gym or going out with friends.

About the importance of exercising, the better candidates wrote lengthy, interesting and informative explanations about the importance of exercising in order to maintain physical and psychological health. Also their thoughts and suggestions about ways of making young people spend more time on sport displayed originality and innovation.

Generally, the question enabled even the weaker candidates to score marks for both Communication and Language for using simple statements in the present tense while at the same time offering the stronger candidates the opportunity to show off their Greek in employing more complex and polished language.

(b) School visit

This question was answered by a good number of candidates, and they had plenty to say about their school, their favourite lessons and the programme of the visit.

The required elements were relatively simple for this question as the tense of all statements was either present tense or future (θα παίζουμε).

There were references to a variety of different kinds of schools, the most popular being the international, modern school located out of the city, in a nice green area. The building and the facilities of the school were described in detail and most candidates displayed good knowledge of regular and irregular comparative and superlative forms of a wide range of adjectives.

In dealing with the second task there was again a variety of favourable school subjects mentioned, the most popular being Maths, Science, Art and PE. All explanations for their choices were well constructed and presented using rich vocabulary and structures.

The third task required the use of the future tense in describing the activities of the visit. Again all answers displayed originality and innovation, like organising art exhibitions, sports competitions with other schools, visiting museums or even going out for traditional meals.

As in **Question 1(a)**, most answers were of appropriate length with only some marks being lost for Communication. Again, most candidates were able to score quite highly for Communication for fairly short and simple statements, employing present and future tenses and handling regular verbs appropriately.

The majority of candidates were able to display a rich and varied vocabulary and 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 detailed explanations about their favourite subjects at school.

The quality of answers was similar in most scripts with just a few exceptions scoring lower marks because of poor quality of language.

The question again enabled even the weaker candidates to score marks for both Communication and Language for using simple statements in the present and future tenses while at the same time offering the stronger candidates the opportunity to display more sophisticated and complex language.

Question 2

Explaining a disagreement or a dispute

The open-ended nature of the narrative enabled gifted candidates to shine, but also offered opportunities for weaker candidates to display their knowledge in dealing with the language. All answers contained more complex structures in explaining what happened between themselves and the other person. This is shown by the fact that most candidates performed slightly better in this question compared with **Question 1**.

Most candidates seemed to have read the rubric carefully and their story addressed both tasks appropriately. Nearly all understood that they had to explain a disagreement with another person, what it was all about and express their reactions to the situation. Only a very small number of candidates failed to respond to all elements of each task, not gaining for this reason the allocated Communication marks for this answer.

Again, candidates were very inventive in writing their answers and the reasons given were varied and imaginative. The dispute was about events that happened in school or family life (taking something without permission, stealing, wanting a relationship with the same boy or girl, or feelings about a variety of issues like holiday or party arrangements, feelings of lost trust and respect, racism and money issues). The end of the story was also imaginative and was mostly described as resolved and back to normal, or as ending the friendship.

Most began the story by giving details about the person they had the disagreement with, then explained what exactly happened and what were their feelings and reactions to the events. Almost all candidates scored a Communication mark for expressions like “θύμωσα πάρα πολύ”, “άρχισα να φωνάζω”, “αποφάσισα να μην του/της ξαναμιλήσω”. Then they went on to describe events that took place after this reaction and they concluded their story by explaining how the situation was resolved in the end.

All candidates had realistic and reasonable stories about the disagreement, and all thought of calling the other person to discuss calmly the problem in order to find a solution. The chapter of misfortunes and arguments was told with anger and a touch of severity by the stronger candidates. Eventually the problems were resolved, confidence in their relationship was regained, and some logical explanations were given for what happened.

The gifted and well-prepared candidates should be congratulated for being able to achieve a multitude of Language marks for the correct use of a variety of grammatical features of the language such as past tenses, negative and interrogative constructions, object, emphatic and relative pronouns, subordinate clauses with appropriate conjunctions and a rich and varied vocabulary.

Careless errors were found on some scripts with inaccurate adjective cases or the wrong verb endings. Also, a number of scripts contained language with no use of accents at all. In those cases marks were lost for Language.