

# GREEK (FOREIGN LANGUAGE)

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Paper 0543/02

Reading and Directed Writing

## Key messages

- In Section 2, Exercise 1 candidates are rewarded for being able to locate the correct answer in the reading passages, whereas in Section 3 Examiners are looking for signs of genuine comprehension and candidates need to demonstrate that they have fully understood the questions and the texts.
- In Section 2, Exercise 2 there are 10 marks available for Communication which are awarded for each valid point a candidate makes in relation to the tasks set. It is important that candidates address all the tasks and include as much detail as they can within the word limit in order to be eligible for all 10 Communication marks.

## General comments

Candidates performed well overall this year. **Section 1** was answered accurately with most candidates scoring full or nearly full marks. In **Section 2**, most candidates attempted all questions and the vocabulary appeared to be well known. In **Section 3**, some candidates did not always score as well owing to insufficiently detailed answers.

Generally, spelling was good although there was some phonetic spelling in the written exercises and the omission or misplacement of accents was noted in some scripts.

## Comments on specific questions

### **Section 1**

#### **Exercise 1 Questions 1 – 5**

**Questions 1** and **5** were usually answered correctly. A small number of candidates found **Questions 2, 3** and **4** difficult and the word *TAXYΔΡΟΜΕΙΟ* was not always fully understood.

#### **Exercise 2 Questions 6 – 10**

**Question 6** was answered well by most candidates. A small number of candidates answered **Questions 7, 8, 9** and **10** incorrectly and the words *ζωγραφική*, *παιχνίδια* and *έπιπλα* did not always seem to be understood by candidates.

#### **Exercise 3 Questions 11 – 15**

This exercise was answered correctly by most candidates. The vocabulary which was unknown by those candidates who answered incorrectly was *πατινάζ* in **Question 11** and *κολύμπι* in **Question 15**.

#### **Exercise 4 Question 16**

Most candidates were able to complete this task successfully scoring the full 3 marks for Communication and at least 1 mark for Language. Candidates are reminded to read the rubric carefully and a small number of candidates answered by describing events which were not shown in the pictures, most commonly describing a different type of weather to that shown on the question paper. This meant that they could not score for Communication and consequently were unable to score any of the Language marks on offer.

In general, spelling was good although phonetic spelling did occur, most notably in the words *πήγα* and *ήταν*. Accents were often misplaced or omitted but this did not affect the language marks in this exercise unless the word had an alternative meaning with a misplaced accent.



It should be noted that it is possible to score full marks with a very brief response to all three tasks.

## Section 2

### Exercise 1 Questions 17 – 25

Most candidates were able to locate the answers in the text successfully in this exercise. A small number of candidates omitted to answer some of the questions. **Questions 17 and 18** were answered correctly in general. In **Question 19**, there were some incomplete answers which mentioned only clothes and not personal belongings. Both items were needed to score the mark. **Question 20** caused few problems. In **Question 21**, several candidates gave the incomplete, ungrammatical answer 'παιούς θα γνωρίσουν' as one of their responses which could not score the mark as it did not answer the question. **Questions 22, 23, 24 and 25** were answered correctly by most candidates.

### Exercise 2 Question 26

In this exercise, 10 marks were available for Communication and 5 marks for Language. Those candidates who scored full marks for Communication were those who elaborated fully on their answers giving extra information about how they met their new friend. Where the rubric states that they should write two pieces of information, candidates should be aware that they are not limited to two provided that they have completed all the other tasks required of them. They should ensure that they have written sufficient detail to score all 10 Communication marks while recognising that it is not necessary to write more than 90 words.

To score full marks for Language required the correct use of a range of verbs and most candidates were able to do this. The most common spelling errors which affected the Language mark were to spell the first person plural present tense verb ending as if it were a first person singular passive verb. *Κάνουμε* was written *κάνουμαι* and *λατρεύουμε* was spelt *λατρεύουμαι*. The verb *πηγαίνω* was frequently misspelled in many of its forms. Some candidates had difficulties with the structure *μ'αρέσει* and were unable to manipulate it to refer to a plural subject.

## Section 3

### Exercise 1 Questions 27 – 32

Candidates performed well in this exercise overall although some candidates did not attempt all the questions. **Question 27** was answered correctly by most candidates but some found the justification for **Question 28** more difficult. **Questions 29 and 30** were usually answered accurately. In **Question 31** candidates needed to explain that teachers organised extra-curricular activities, and some answers were not sufficiently detailed to score the mark. **Question 32** was usually answered correctly.

Misspelling of verbs was tolerated provided that the verb was phonetically correct. The omission and misplacement of accents was also tolerated provided that the meaning was clear.

A very small number of candidates gave a justification for a True answer which was unnecessary.

### Exercise 2 Questions 33 – 39

In this exercise it was necessary to manipulate the language of the text to give grammatically correct answers which contained sufficient information to score the mark. A lift from the text was not usually acceptable. Some candidates did not attempt all the questions in this exercise. **Question 33** caused few problems although not all candidates were able to identify *σωστές συνθήκες ζωής* as one of the two responses. In **Question 34** it was necessary to give a full answer mentioning flooding and the lack of rain in order to score the mark. Several candidates mentioned only part of the problem. **Question 35** needed a specific mention of the problem of climate change to score the mark. **Question 36** was generally answered very well. **Question 37** was much less well answered and many candidates did not mention the competition and restricted their answer to drawing pictures. **Questions 38 and 39** caused few problems.

# GREEK (FOREIGN LANGUAGE)

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Paper 0543/03  
Speaking and Listening

## Key messages

- To score well in the A Role plays (Speaking), candidates need to be as concise as possible, stick closely to the cues on their cards and ensure that they complete all parts of each task.
- Examiners in Centres can help their candidates by observing the time limits for each of the conversation sections, and by remembering to ask each candidate questions to elicit past and future tenses in each of the two conversation sections.
- Good performances in the conversation sections were typically those where candidates were given the opportunity to respond not just to straightforward questions, but also to unexpected ones, and where they were encouraged to expand upon their answers, giving and explaining their opinions.
- Some Centres needed to cover a wider range of topics in the General conversation section so as to ensure broader topic coverage across the candidates at their Centre.
- The best performances from candidates of all abilities were heard in Centres where there had not been over preparation of work and where the spontaneity of the examining could be heard.

## General comments

Good levels of communication skills were displayed and the results in general were excellent. Teacher/Examiners were to a great extent aware of how to elicit the best performance from their candidates. There were instances, however, where the last two sections of the examination were difficult to distinguish as Test 3 (Topic conversation) and Test 4 (General conversation) were presented as one test. When this happens, the moderation process is made more difficult as it is impossible to verify the marks awarded for each one of these tests. In order to help both candidates and the Moderators Centres are requested to announce when they are moving from the Topic conversation to the General conversation.

### • **Administration**

Only minor instances of clerical errors were reported this year.

### • **Quality of recording**

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

### • **Duration of tests**

There were instances of short or over-long examinations in Test 3 (Topic presentation/conversation) and Test 4 (General conversation). Teacher/Examiners are reminded that each candidate's Speaking and Listening examination must consist of the following four parts: Test 1 (Role Play A (Speaking)) and Test 2 (Role Play B (Listening)) should together last around 5 minutes in total; Test 3 (Topic presentation prepared in advance by the candidate and the follow-up conversation on the chosen topic) should last approximately 5 minutes in total; Test 4 (General conversation on at least two or three other topics from those listed in the Defined Content Booklet) should last approximately 5 minutes. The total time for the whole examination is around 15 minutes.

In cases where the A and B Role Plays last less than 5 minutes in total, there is no need to extend the subsequent parts of the examination to compensate. Also, care should be taken to ensure that no section of the Speaking and Listening examination is omitted.

In the most successful tests, it was clear that the teacher/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 in line with the agreed standard. A few instances of harsh or rather generous marking were reported and marks were adjusted as necessary.

## **Comments on specific questions**

### **Test 1: A Role plays (Speaking)**

Generally, candidates performed very well.

Marks can only be awarded for completion of the tasks set by CIE and so it is vital that teacher/Examiners stick to the tasks specified in the Teachers' Notes Booklet and in the Role Play booklets. Candidates should be reminded that they must attempt all parts of each task in order to be able to access the marks available. If only one part of the task is successfully completed, only one mark can be awarded. Candidates should take time to act the scenario appropriately and not be rushed quickly through it producing unnaturally brief exchanges with the teacher/Examiner.

#### *Ordering food in a Greek taverna*

Candidates coped well with this role play and the vast majority used the appropriate register in Tasks 3 and 5 for talking to an adult, for example using the plural in pronouns and verbs: «Μπορείτε να μου φέρετε μια σαλάτα;» or «Σας ευχαριστώ». In Task 4, where candidates were asked to react showing pleasure, most displayed the appropriate tone of expression and gave a natural response.

#### *Finding information about visiting a museum*

Again candidates coped well with this role play and most of them used the appropriate register in Tasks 1 and 5 for talking to an adult, for example using the plural in pronouns and verbs: «Καλημέρα σας» or «Σας ευχαριστώ».

#### *Buying shoes in a shoe shop*

Candidates seemed quite comfortable in responding to the tasks of this scenario and there were some natural questions and exchanges. As before, most candidates used the appropriate register for talking to an adult, for example using the plural in pronouns and verbs: «Γεια σας» or «Σας ευχαριστώ».

### **Test 2: B Role plays (Listening)**

The B Role plays are more challenging than the A Role plays in that they require candidates to ask a question, listen to the teacher's/Examiner's response and then tick the appropriate box(es) or complete the notes provided in the Role Play booklet. Nevertheless, most found the tasks accessible and candidates of all abilities were able to score marks in this part of the examination.

#### *Employee in a job centre*

Most candidates performed well in this scenario and they were careful to address all parts of each task in order to have access to all the available marks. They were able to listen, understand and respond to more complex vocabulary and structures in their dialogue with the teacher/Examiner.

### **Test 3: Topic presentation and conversation**

This section of the examination gives candidates the chance to prepare vocabulary and structures in advance, and it is intended to give them a confident start to the conversation sections.

Generally, candidates chose topics appropriate to their level of linguistic ability. 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. A wide range of topics was presented but there were instances where a limited range of questions used by the teacher/Examiner deprived the candidates of opportunities to display their knowledge of and ability to handle the language and to use different tenses in their responses.



Also, as reported last year, a small number of candidates did not give a presentation thus reducing the marks available for this part of the examination. Teacher/Examiners are reminded that candidates are expected to prepare and present a topic, rather than just being asked questions about it. More specifically, candidates should be allowed to speak for about one to two minutes on their chosen topic before the teacher/Examiner begins to ask questions.

Overall, a number of interesting presentations were given this year on topics relevant to the candidates' age group and interests. For example: "For and against mobile phones", "Living in a city or in a village?", "Dangers of taking drugs", "Smoking, a habit that can kill you", "Addiction to Facebook" etc. Such topics enabled candidates to talk about their experiences and express and justify their views and opinions. Likewise, "The world of Technology" proved to be a rich source where a natural and spontaneous conversation took place after the initial presentation of the topic. Topics like, "Music, the art I love", "Sport and diet" or "Speaking other languages" 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.

Teachers/Examiners are reminded that candidates as well as Moderators find it useful to be told when this section of the test is over and when the examination is moving on to the General conversation section. Also, keeping to the time specified for each section of the examination is important as a matter of fairness for all candidates.

#### **Test 4: General conversation**

As in the Topic conversation a good range of high-quality performances was heard. Teacher/Examiners are reminded that they should aim to cover at least two or three 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 presentation/conversation.

Teachers/Examiners should remember to ask questions which enable candidates to expand upon information and to use past and future tenses. 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..." etc.

# GREEK (FOREIGN LANGUAGE)

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**Paper 0543/04**  
**Continuous Writing**

## **Key messages**

To do well in this paper, candidates should write about 130–140 words for each of the two questions answered. It is important within this word limit to address all the tasks in each question in order to access all the available marks for Communication. The language used should be accurate and candidates should therefore stick to language with which they are familiar. Accents should be correctly placed, especially on verbs, and candidates should avoid using Latin alphabet letters instead of Greek ones, for example “i” or “u” instead of “ι” or “υ”.

## **General comments**

The best answers addressed all the requirements of each question within the maximum limit of 140 words and displayed good understanding of the tasks set. This often meant that all five Communication marks could be awarded.

Some candidates were able to produce language with a rich and varied vocabulary and with a good level of linguistic accuracy. They maintained good spelling and avoided basic errors of grammar in gender, number and case of nouns and adjectives. In the use of verbs in particular, accurate spelling included the correct use of accents and the correct use of present, past and future tenses in regular and common irregular verbs. The better responses also displayed a variety of correctly-used pronouns, participles, connectives, adverbs and prepositions.

## **Comments on specific questions**

### **Question 1(a) Tourism and travelling**

The question was well understood by all candidates and most were able to present interesting and informative responses.

This question was relatively straightforward as the tense required for all but one of the tasks was the present tense. For the last task only, candidates had to use the future tense.

Responding to the first task and in explaining the reasons why they like travelling most candidates favoured the fact that you get to meet other people and experience other cultures. Other options were visiting landmarks and sights in other countries with a very few candidates preferring holidays in their own country.

The better responses to the second task consisted of lengthy, interesting and informative explanations about the importance of tourism for the economy of one’s own country. Also, arguments about why tourists can only be a good thing for a country displayed originality (for example, Greece has a lot of problems at the moment, but seeing tourists around makes you feel happier as you realise people like your country).

Some answers extended beyond the word limit causing some marks to be lost for Communication. Most candidates, however, were able to score quite highly for Communication for fairly simple statements, employing appropriate tenses and handling irregular verbs correctly.

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

### Question 1(b) Use of technology

Candidates had plenty to say about the use of technology in their school life and at home, and wrote about the positive and the negative impact that the use of technology is having on their quality of life. Responses to the third task were in most cases rather brief as candidates agreed that it was simply impossible to imagine a day without technology in their lives!

As in **Question 1(a)** the present tense was required for all of the tasks except the last one for which the use of future was required (θα είναι δύσκολη, δεν θα μπορώ να ...).

In responding to the first task candidates made references to a variety of different uses of technology, the most popular being those for finding information, for communicating with friends or for entertainment (for example, downloading favourite songs). Most candidates displayed good knowledge of regular and irregular verbs in responding to this task.

In dealing with the second task there was a variety of explanations about the benefits that technology has offered to mankind but also a number of negative implications that this has for us, like isolation and lack of real communication, lack of exercising and going out with others in the open. Most explanations for opinions offered were well constructed and presented using rich vocabulary and structures.

The third task required the use of future tense in describing a day without any use of modern technology. Again all answers displayed originality and innovation, like sleep through the whole day, or try to go back to the old ways of doing things, or organizing an activity out with friends. Only a small number of candidates commented that a day without technology would not matter as they already try not to depend on it too much.

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

Many candidates were able to display a rich and varied vocabulary and use a good 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 views on the matter.

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

### Question 2 A party at home

All answers to this question contained complex structures in explaining what happened between themselves, their guests and their parents when they arrived.

Most candidates seemed to have read the rubric carefully and their story addressed all tasks appropriately. All candidates had realistic and reasonable stories about the events, and all thought of doing something to fix the problems as soon as they started arising. Only a very small number of candidates did not respond to all elements of each task and therefore were not able to access all the Communication marks available.

Most began the story by giving details of how they organized the party, then started to explain what exactly happened and described their feelings and reactions to the events. Almost all candidates scored a Communication mark for expressions like “μ’ έπιασε πανικός”, “δεν ήξερα τι να κάνω”, “προσπάθησα να εξηγήσω”.

The description of the party and the events that started to go wrong were varied and imaginative. In some responses the problems arose when uninvited boys arrived, bringing alcohol, or when two boys started fighting about dancing with a girl, or when the police arrived at the door because of neighbours complaining about the loud music. In other responses the trouble started in the kitchen when some boys started to play with a ball, or when the food was burned in the oven, or when the door was left open and the dog escaped. In a few more dramatic responses there were descriptions of accidents in the swimming pool, or accidents with knives or even accidents falling down the stairs.



The end of the story was also imaginative with moments of terrible embarrassment, or even humorous moments when the mother was close to fainting but the father liked the idea of dancing so joined in. In some other responses the surprised parents simply left the house again as they did not want to disturb the party, leaving the matter to be discussed later! The end was mostly described as resolved and back to normal, or as ending in lengthy punishments and complete loss of trust between themselves and their parents.

Such stories in their simplest forms were within the compass of most candidates who were able to show that they were able handle past tenses effectively and accurately. 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 and the mark for Language was affected as a result.

The best responses were awarded Language marks for the correct use of a variety of grammatical features such as past tenses, negative and interrogative constructions, object, emphatic and relative pronouns, subordinate clauses with appropriate conjunctions and a rich and varied vocabulary.