



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**GREEK**

**0543/04**

Paper 4 Writing

**For Examination from 2015**

SPECIMEN MARK SCHEME

**1 hour**

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**MAXIMUM MARK: 50**

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The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **14** printed pages.

## SECTION 1

## Question 1

Candidates are required to list 8 items in Greek. Read all the items the candidate has listed and award marks as follows:

- **Select the most correct items up to a maximum of 5**
- **Award 1 mark for each correct item up to a maximum of 5**

NB the pictures provided on the question paper are only suggestions. Accept any place the candidate could go to in a town.

**Generic mark scheme for Question 1**

- Answers should be marked for communication. Tolerate inaccuracies, provided the message is clear:
  - (a) 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?
  - (b) Look-alike test: does what the candidate has written look like the correct answer?
  - (c) Ignore any article.

**Session-specific instructions for Question 1: μέρη που θα πας στην πόλη**

- The following are examples. Accept any place the candidate could go to in a town.

ACCEPT	
αγορά	λέσχη
βιβλιοθήκη	λίμνη
γήπεδο	μητρόπολη
γκαράζ	μουσείο
γραφείο πληροφοριών	νοσοκομείο
γυμναστήριο	ξενοδοχείο
εκκλησία	παραλία
εστιατόριο	πάρκο
ζαχαροπλαστείο	πισίνα
ζωολογικός κήπος	πλατεία
κάστρο	ταχυδρομείο
καταστήματα	τράπεζα
καφενείο, καφετέρια	στάδιο
κέντρο (αθλητικό/εμπορικό)	σταθμός (λεωφορείου/τρένου)
κέντρο πόλης	σχολείο
κινηματογράφο	φαρμακείο

**Total for Question 1: 5 marks**

**Question 2**

Candidates are required to answer the question. Read the whole answer and award marks as follows:

- **Communication:** award a mark out of 10, according to the instructions in 2.1
- **Language:** award a mark out of 5, according to the instructions in 2.2

**2.1: award a mark out of 10 for Communication**

***Generic mark scheme for Communication (Question 2)***

- (i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point.
- (ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 3 tasks must be covered to get the 10 communication marks:
- If 1 of the tasks is missing, the maximum communication mark is 9.
  - If 2 of the tasks are missing, the maximum communication mark is 8 (and so on).
- (iii) Add up the ticks to give a mark out of 10 for Communication.
- (iv) For COMMUNICATION, be tolerant of verbs/tenses/spelling (for spelling, use 'rules' in Question 1: look alike, sound alike, etc.).
- (v) LISTS = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks
- δουλεύω μόνο τα σαββατοκύριακα από τις 11 το πρωί μέχρι τις 5 το απόγευμα = 1 mark (1 verb = a list of 3).
  - δουλεύω μόνο τα σαββατοκύριακα (1), βοηθώ στην κουζίνα (1), σερβίρω τους πελάτες (1) = 3 marks (3 verbs).
- (vi) Only reward each piece of information once, e.g. «είναι υπέροχη δουλειά» cannot score both as description and reason for liking («είναι υπέροχη» and «η ατμόσφαιρα είναι υπέροχη» can both be rewarded).
- (vii) Do not penalise factual errors.

**Total marks for Communication: 10**

**Session-specific instructions for Communication marks (Question 2): προσωρινή δουλειά σε μια καφετέρια**

Tick	Accept
1	<p><b>Πες ποιες ώρες δουλεύεις εκεί και τι ακριβώς κάνεις;</b>  <b>αριθμός ωρών = 1 mark; ποιες ώρες = 1 mark.</b> As long as either given, consider task complete  <b>τι ακριβώς κάνεις = 1 mark</b>  <b>REWARD:</b> any form of description: e.g. <b>any verb with noun describing an activity of this job</b> – <i>κάνω καφέδες, πλένω τα ποτήρια, σερβίρω ποτά, καθαρίζω το πάτωμα</i>, etc. If the described activities are completely unrelated to a cafeteria, do not award a mark.</p>
2	<p><b>Τ γνώμη έχεις γι' αυτή τη δουλειά;</b>  <b>γνώμη = 1 mark</b>  <b>REWARD:</b> any form of description or comment about this job: e.g. <b>any adjective describing the job</b> – <i>είναι υπέροχη/κουραστική/ανιαρή/ευχάριστη</i>, etc. <b>or any comment about liking or disliking this job</b> – <i>μου αρέσει/δεν μου αρέσει, θέλω να φύγω, την απολαμβάνω</i>, etc. As long as either given, consider task complete.</p>
3	<p><b>Τι δουλειά θα κάνεις στο μέλλον και γιατί;</b>  <b>profession = 1 mark</b>  <b>reason why = 1 mark</b>  <b>ACCEPT:</b> any profession – <i>γιατρός/καθηγητής/ποδοσφαιριστής</i>, etc.  <b>ACCEPT:</b> any reason why/why not – <i>έχει καλό μισθό, μου αρέσει να βοηθώ, είμαι καλός σε αυτό</i>, etc.</p>

**2.2: award a mark out of 5 for Language****Generic mark scheme for Language (Question 2):**

- Award a mark out of 5 for Language, according to the Grade descriptors in the table below (see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

**Grade descriptors for Language (Question 2)**

<b>5</b>	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.
<b>4</b>	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
<b>3</b>	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.
<b>2</b>	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.
<b>1</b>	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
<b>0</b>	One or two disjointed words or short phrases may be recognisable.

**Total marks for Language: 5****Total for Question 2: 15 marks**

## SECTION 2

## Question 3

Candidates answer 1 question from a choice of 3. Read the whole answer and award marks, as follows:

- **Communication:** award a mark out of 10, according to the instructions in 3.1
- **Language:** award a mark out of 8 for Verbs, according to the instructions in 3.2  
award a mark out of 12 for Other linguistic features, according to the instructions in 3.3.

**3.1 – award a mark out of 10 for Communication**

**Generic mark scheme for Communication (Question 3):**

- (i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.
- (ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point.

<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.
<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.
<b>0 ticks</b>	Nothing of worth communicated.

- (iii) Add up the ticks to give a mark out of 10 for Communication.

**Total marks for Communication: 10**

- **Generic guidance on awarding ticks for Communication**

**Example 1:** Ποια είναι η γνώμη σου γενικά για τις δουλειές του σπιτιού;

Candidate's response	Ticks for Communication	Reason for mark
<i>Ναι, κάνω κουραστικές δουλειές.</i>	0	Nothing of worth communicated.
<i>Όλους πρέπει να κάνεις κουραστικές δουλειές.</i>	1	Some meaning conveyed - use of 'όλους' and 'κάνεις' makes message ambiguous.
<i>Οι δουλειές του σπιτιού είναι κουραστικές γι' αυτό όλοι πρέπει να βοηθούν.</i>	2	Message clearly communicated.

**Example 2:** Εσύ βοηθάς συνήθως στο σπίτι σας ή όχι και γιατί;

Candidate's response	Ticks for Communication	Reason for mark
<i>Εσύ βοηθάς στο σπίτι.</i>	0	Nothing of worth communicated.
<i>Βοηθάς κάποτε αλλά μαθήματα.</i>	1	Some meaning is conveyed but the message is incomplete.
<i>Βοηθώ όταν δεν έχω μαθήματα.</i>	2	Message clearly communicated.

**Session-specific instructions for Communication marks (Question 3):**

Place up to 2 'numbered' ticks as close as possible to each relevant communication point:

<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.
<b>1 tick</b>	Communication of some meaning is achieved but the message may be ambiguous or incomplete.
<b>0 ticks</b>	Nothing of worth communicated.

- Question 3(a): Letter to a friend about opinion about house chores**

Tick	Accept	Mark
1	<b>Opinion about house chores</b> Allow <i>Οι δουλειές είναι σπουδαίες για όλους γιατί ζω σε καθαρό σπίτι</i> Allow <i>Όλοι πρέπει να βοηθούν γιατί όλοι ζούμε εκεί</i> Allow <i>Οι δουλειές είναι κούραση</i>	2
2	<b>Reason the candidate does or does not help at home</b> Do not insist on <i>Μου αρέσει/δεν μου αρέσει να βοηθώ</i> as 'δεν έχω χρόνο' or 'βοηθώ συχνά' implies that	2
3	<b>When was the last time the candidate helped</b> Insist on 'βοήθησα' or 'ήταν' + time expression (e.g. <i>το περασμένο Σάββατο</i> )	2
4	<b>What exactly did the candidate do</b> Insist on past tense Allow anything sensible	2
5	<b>How is the candidate going to help at home this summer</b> Insist on the use of simple or continuous future: <i>Το (ερχόμενο) καλοκαίρι θα καθαρίσω/θα καθαρίζω τον κήπο</i> Allow <i>Το καλοκαίρι έχω αποφασίσει να...</i>	2

- Question 3(b): young people and entertainment**

Tick	Accept	Mark
1	<b>The last time the candidate had fun</b> Insist on past tense + time expression	2
2	<b>What exactly did the candidate do</b> Insist on past tense. Reward <i>παιξαμε/είδαμε/πήγαμε</i> and any other sensible statements	2
3	<b>Candidate's view about the ways young people entertain themselves today</b> Allow any sensible positive or negative statement	2
4	<b>What would the candidate like to change</b> Allow anything sensible	2
5	<b>Candidate's plans for entertainment next weekend</b> Insist on the use of simple future: <i>Το (ερχόμενο) Σαββατοκύριακο θα πάω...</i> Allow <i>Το Σαββατοκύριακο έχω αποφασίσει να...</i>	2

• **Question 3(c): Camping experience by the sea**

Tick	Accept	Mark
1	<p><b>(i) How did you feel when you first arrived there?</b></p> <p>Award communication mark for statement expressing how the candidate felt in past tense e.g. <i>Φοβήθηκα/Μου άρεσε/Ήταν ωραία/Ένωσα χαρά</i> etc.</p> <p>Award communication mark for statement in past tense explaining why the candidate felt like that.</p> <p>Allow 'το μέρος ήταν καταπληκτικό' or any other description of the place. Also allow communication marks for activities performed on arrival (even though not exactly describing feelings) e.g. <i>στήσαμε τις σκηνές/γνώρισα άλλα παιδιά/ετοιμάσαμε φαγητό</i> etc.</p>	2
2	<p><b>Second communication mark</b> to be awarded flexibly for extra detail relating to (i)</p>	2
3	<p><b>(ii) Describe the most interesting activity you did there</b></p> <p>Insist on past tense. Expect descriptions/explanations and emotions/opinions</p> <p>Allow anything sensible</p>	2
4	<p><b>Fourth communication mark</b> to be awarded flexibly for extra detail relating to (ii)</p>	2
5	<p><b>(iii) Generally, did you like this experience of camping? Why/why not?</b></p> <p>Expect opinions/emotions</p> <p>Do not insist on past tenses. Allow 'γιατί κάνεις νέους φίλους/ξεκουράζεσαι/απολαμβάνεις τη φύση'. Allow 'θέλω να ξαναπάω του χρόνου'.</p>	2



**3.2 – award a mark out of 8 for Accurate use of verbs****Generic mark scheme for Accurate use of verbs (Question 3):**

- (i) Place a tick above the **first** occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below).
- (ii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.

**Conversion table for Accurate use of verbs (Question 3)**

Number of ticks	Mark
18+	8
16,17	7
14,15	6
12,13	5
10,11	4
8,9	3
6,7	2
4,5	1
0,1,2,3	0

**Total marks for Accurate use of verbs: 8**

- **How to award ticks for Accurate use of verbs (Question 3):**

**(a) Subject (noun or pronoun) + any finite verb**

- both subject and verb must be correct for the verb to score a tick
- verb must be in the appropriate tense, and in person and number agreement with pronoun to score a tick
- use of accents must be correct on all verbs
- do not tick verbs contained in the 'letter etiquette': appropriate beginnings and endings to letters are considered for reward under Other linguistic features.

Tick	No tick	Note
(εγώ) είμαι (✓)		
(εγώ) αγαπώ (✓)	(εγώ) αγαπούμε ( <i>no tick</i> )	insist on number agreement between pronoun and verb

(αυτός) πήγε (✓)	(αυτός) πήγα ( <i>no tick</i> )	insist on correct person agreement between pronoun and verb
(εγώ) σηκώθηκα (✓)		

**With personal pronouns: emphatic or clitic forms**

Tick	No tick	Note
εμείς παίζουμε (✓)	παίζομαι ( <i>no tick</i> )	«παίζω» is not a passive verb
τα πλένω (✓) τα αυτοκίνητα	πλένομαι ( <i>no tick</i> ) τα αυτοκίνητα	«πλένω» should not be used as passive in this statement
Σου το είπα (✓)		

**Passive**

Tick	No tick	Note
(αυτή) σηκώθηκε (✓)	σήκωσε τον εαυτό της ( <i>no tick</i> )	
(την) συνέλαβαν (✓)		
συναντιόμαστε (✓) στο σινεμά		

**Impersonal**

Tick	No tick	Note
πρέπει (✓)	πρέπεις ( <i>no tick</i> )	
υπάρχει (✓)		
μπορεί (✓)		
απαγορεύεται (✓)	απαγορεύετε ( <i>no tick</i> )	

**With negative**

Tick	No tick	Note
δεν παίζουν (✓)		tick is awarded for the correct verb; the negative is considered for reward in 'Other linguistic features'
μην ακους (✓)		

**Sequence of tenses**

Tick	No tick	Note
αν είχα (✓) επιλογή θα ήθελα (✓)	αν θα ήθελα ( <i>no tick</i> ) επιλογή είχα ( <i>no tick</i> )	if sequence is incorrect, <b>both</b> verbs cannot be rewarded

**Single auxiliary with multiple past participles**

Tick	No tick	Note
είχαμε τραγουδήσει (✓) και χορέψει (✓)		είχαμε τραγουδήσει = tick 1; είχαμε χορέψει = tick 2

**Correct verb within meaningless statement**

Tick	No tick	Note
το ταξίδι ήταν (✓) μεγάλο	το ταξίδι ήταν ( <i>no tick</i> ) έξυπνο	do not reward correct verb in a meaningless statement

**(b) Imperative**

Tick	No tick	Note
έλα (✓)		
δες τους (✓)		
μην αγγίζετε (✓)		

**(c) Interrogative**

Tick	No tick	Note
(εσύ) πηγαίνεις; (✓) (εσύ) πηγαίνεις. (✓)		question mark not required for mark to be awarded
Πώς πας; (✓)		
Ποιος είναι; (✓)		

**(d) Finite verb + correct form of subjunctive**

Tick	No tick	Note
θέλω (✓) να πάω (✓)		
θέλο ( <i>no tick</i> ) να πάω (✓)		
θέλω (✓) να πάο ( <i>no tick</i> )		
έχει αποφασίσει (✓) να πάει (✓)		
έχει αποφασίσει (✓) να πάη ( <i>no tick</i> )		
χωρίς να καθυστερήσει (✓)	χωρίς να καθιστεριση ( <i>no tick</i> )	

**(e) Participle**

Tick	No tick	Note
φτάνοντας (✓)		
τραγουδώντας (✓)		
κουρασμένος (✓)		

**(f) Reward only the first occurrence of a verb, e.g.**

- Αγαπώ (✓) το κολύμπι. Επίσης αγαπώ (*no tick*) και το τένις.
- Αγαπώ (✓) το κολύμπι. Δεν αγαπώ (*no tick*) το τένις.
- Στην περιοχή μου υπάρχουν (✓) βουνά και ποτάμια. Επίσης υπάρχουν (*no tick*) μερικές...

**However,**

- Προτιμώ (✓) το κολύμπι και ο αδερφός μου προτιμά (✓) το τένις – 2 different persons of the verb
- Ο αδερφός μου προτιμά (✓) το κολύμπι και η αδερφή μου προτιμά (*no tick*) το τένις – both third person usage
- Είναι (✓) θυμωμένη, δεν είναι αστείο (*no tick*) – both third person usage

## 3.3 – award a mark out of 12 for Other linguistic features

**Generic mark scheme for Other linguistic features (Question 3):**

- (i) Award a mark out of 12 for Other linguistic features according to the Grade descriptors in the table below (please see *Note on using mark schemes with Grade descriptors* (last page of mark scheme)):

**Grade descriptors for Other linguistic features (Question 3)**

11–12	<ul style="list-style-type: none"> <li>• Uses a wide range of structures effectively; produces longer, fluent sentences with ease.</li> <li>• Highly accurate at this level, though not necessarily faultless.</li> <li>• Makes effective use of a wide range of vocabulary fully appropriate to the task.</li> </ul>
9–10	<ul style="list-style-type: none"> <li>• Attempts a range of structures with a good degree of success.</li> <li>• More complex language usually error-free.</li> <li>• Uses a variety of relevant vocabulary at this level.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• In control of simple structures. Varied success with more complex structures.</li> <li>• Accuracy is fairly consistent throughout. Errors may occur when more ambitious language is attempted.</li> <li>• Has sufficient vocabulary to add some interest to the writing.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Attempts more than basic structures.</li> <li>• On balance, the work is more accurate than inaccurate.</li> <li>• Straightforward vocabulary relevant to the task.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• Reliant on basic structures.</li> <li>• Some examples of correct language. Meaning usually conveyed.</li> <li>• Basic vocabulary.</li> </ul>
1–2	<ul style="list-style-type: none"> <li>• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</li> </ul>
0	<ul style="list-style-type: none"> <li>• One or two disjointed words or short phrases may be recognisable.</li> </ul>

- (ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:
- Adjectives which agree with the noun. Also comparatives and superlatives
  - Personal pronouns: emphatic or clitic forms (*μου είπε, σε μας, τον είδαμε*, etc.). Also possessive pronouns (*τα δικά μας, το σχολείο τους*, etc.) and demonstrative pronouns (*αυτός, τέτοιος*, etc.)
  - Negatives
  - A variety of prepositions (e.g. *με, σε, για, από*, etc.)
  - Adverbs of time (e.g. *μετά, πριν, φέτος, πέρσι, κάποτε*, etc.), adverbs of place (e.g. *έξω, αλλού, κάπου*, etc.), adverbs of manner (e.g. *έτσι, καθώς, μαζί, άσχημα, δυστυχώς, ευτυχώς*, etc.) and adverbs of quantity (e.g. *αρκετά, λίγο, πολύ, καθόλου*, etc.)
  - Use of conjunctions other than "και" (e.g. *ούτε, μήτε, ή, ενώ, αλλά, όμως, δηλαδή, ωστόσο, ότι*, etc.)

- Subordinate clauses, including *γιατί/επειδή, ο οποίος/για τον οποίον, όποιος, όσος* (relative pronouns)
- Indirect or reported speech (*είπε ότι ...*) and clauses with *(ε)αν*.
- Appropriate formal or informal register in letters/communications.

**Total mark for Other linguistic features: 12**

**Total for Question 3: 30 marks**

### Note on using mark schemes with Grade descriptors

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best fit' approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

### Note on irrelevant material

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. These are extremely rare. The genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.

When part of an answer is clearly irrelevant, highlight it and do not consider it when deciding on the Language mark. (e.g. Highlight and do not consider for Language an introduction to a question consisting of an unwanted self portrait on the lines of: *Καλημέρα, με λένε Χ. Είμαι 16 χρονών. Μένω στο* or letter etiquette where a letter is not required.)