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*. All candidates attempted *Section 3* and generally scored good marks.

Candidates' spelling was, in general, very good although there were some phonetic spellings. A significant number of candidates either omitted accents altogether or used them incorrectly.

Comments on specific questions

Section 1

Exercise 1 Questions 1–5

Questions 1 and **2** were generally well answered. A number of candidates did not understand ιχθυοπωλείο in **Question 3**. A small number of candidates were unable to answer **Questions 4** and **5** correctly.

Correct answers are as follows:

1 D
2 B
3 C
4 D
5 B

Exercise 2 Questions 6–10

Most candidates scored full marks in this section. The most common errors were in **Questions 7** and **9.**

The correct answers are as follows:

6 Σωστό
7 Λάθος
8 Λάθος
9 Σωστό
10 Λάθος

Exercise 3 Questions 11–15

Most candidates again scored full marks in this section. A very small number of candidates struggled with **Question 15.**

The correct answers are as follows:

11 E
12 C
13 A
14 F
15 B

Exercise 4 Question 16

Most candidates performed well in this exercise scoring 3 marks for Communication and at least 1 Accuracy. Some candidates, however, omitted to mention the precise activities shown in the picture lost marks for Communication. A small number of candidates used English in the body of their letter. significant number of candidates either misused or failed to use accents in their writing. While this was tolerated in some cases, the failure to use accents on verbs meant the loss of Accuracy marks. In order to score full marks for Accuracy, two verbs had to be written and used correctly, including the accents.

Section 2

Exercise 1 Questions 17–25

Most candidates coped very well with this exercise and were able to locate the answers in the text. **Question 17** was answered correctly by almost all candidates. **Questions 18** and **19** were answered well by most candidates. In **Question 20** some candidates failed to name all three school subjects, all of which were required for the mark. In **Question 21**, common errors were οι αποστάσεις είναι μεγάλες and το πρόγραμμα είναι βαρύ. Neither of these answers scored a mark. The most common error in **Question 23** was a failure to manipulate the language. A large number of candidates simply quoted τους ανθρώπους που βιάζονται which is not a grammatically correct sentence. **Questions 22, 24** and **25** were generally answered correctly.

The correct answers are as follows:

17 C
18 Για να βρουν καλύτερες ευκαιρίες για δουλειά / καλύτερη δουλειά.
19 Πηγαίνει για ψώνια.
    ή Πηγαίνει στο θέατρο.
    ή Κάνει πολλούς φίλους.
20 (Γιατί) μαθαίνει χορό, γλώσσες, πληροφορική. **Name all three**
    ή πράγματα που δε μπουρούσε να της προσφέρει το άλλο σχολείο.
21 (Γιατί) του παίρνει πολλή ώρα / πολύ χρόνο να πάει από το ένα μέρος στο άλλο.
22 Η κίνηση στους δρόνους / το κυκλοφορικό πρόβλημα
23 Οι άνθρωποι που βιάζονται
24 (Γιατί) το διαμέρισμα τους είναι μικρό
25 Να πάει στο χωριό του παππού του.
    Accept στο χωριό μέσα στο δάσος

Exercise 2 Question 26

In general, this question was well answered with many candidates achieving full marks. The vocabulary used was often limited to describing activities such as playing football and visiting cafés but this did not affect candidates' ability to score marks.

Spelling was generally of a high standard but a large number of candidates either failed to use or misused accents. This was tolerated except in the case of verbs where, in order for a verb to score it had to be correctly spelt and have an accent correctly placed.

A significant number of candidates lost marks for Communication by omitting to write about one or part of one of the tasks required. Candidates are also reminded that there are 10 marks available for Communication and in order to score full marks, they must include ten different points in their answers.

Section 3

Exercise 1 Questions 27–32

This exercise proved to be the most challenging on the paper although many candidates coped well with it.

The most common reason for losing marks was the failure to manipulate the language. In most cases a direct quote from the text was not acceptable.

Questions 27 and **28** were well answered by most candidates. In **Question 29** a common
πολλά χιλιόμετρα θα ήταν κούραση. Another common problem was quoting directly from the
including irrelevant material in the quote. **Question 30** was often answered incorrectly, usually by
referring to το χωρό. **Question 31** was the question which caused the most problems. Again there
failure to manipulate the language of the passage with candidates often writing να βλέπεις rather than
βλέπουν. A small number of candidates failed to answer **Question 32** correctly.

The correct answers are as follows:

27 Λάθος
Λίγες εβδομάδες αργότερα θ'αρχίσουν οι εξετάσεις τους.
28 Σωστό
29 Λάθος
Οι αποστάσεις στη Ρόδο είναι μικρες.
30 Σωστό
31 Λάθος
Πρέπει / το σπουδαιότερο είναι να βλέπουν τους μαθητές τους σαν ενήλικες.
32 Λάθος
Τα ξενοδοχεία ανοίγουν ειδικά για τους μαθητές τις τρεις εβδομάδες του Απριλίου.

Exercise 2 Questions 33–39

The passage proved to be straightforward and a large number of candidates scored full marks here. For
those candidates who did not score highly in this section, the most common reason was the failure to
manipulate the language of the passage. Candidates who answered questions in the first person and did not
adapt the language to suit the question did not score.

The correct answers are as follows:

33 (Φοβάται ότι) δεν παρουσιάζουν σωστά όσα λέει.
34 **(i)** να παίζει ποδόσφαιρο με τους φίλους του.
  (ii) να τρώει μάνγκο / τη γεύση του φρέσκου μάνγκο
35 (Γιατί) ο αθλητισμός / το ποδόσφαιρο ήταν το σημαντικότερο στη ζωή του.
36 **(i)** με (καθημερινή / εντατική) εξάσκηση
  (ii) με καλή συνεργασία με την ομάδα του.
37 Να περνάει ώρες / οι ώρες που περνάει με τα παιδιά και τα εγγόνια του
38 **(i)** Οταν ακούει ένα λυπητερό τραγούδι
  (ii) Οταν βλέπει φτωχα παιδιά στο δρόμο.
39 Απέκτησε όλα όσα ήθελε / όλα όσα μπορεί να θελήσει ένας άνθρωπος
  ή οι χαρές ήταν περισσότερες από τις λύπες.

GREEK

Paper 0543/03
Speaking

General comments

Generally, candidates displayed a very pleasing level of communication skills and the standard was exceptionally high. It was also pleasing to hear how comfortable Teacher/Examiners were with the format of the examination and the extent to which they are aware of how to elicit the best performance from their candidates.

Administration

No instances of clerical errors were reported this year, although some cases of missing MS1 or Summary Mark Sheets were noted. Centres are reminded to send both these back to CIE with the recorded samples of their candidates.

Quality of recording

The quality of recording was good in most Centres. If Centres use integral microphones it is essential that the cassette recorder is positioned to favour the candidate and that recording levels are checked carefully prior to recording, in the room where the examination will take place. If external microphones are used Centres should check that the recording levels for both speakers are equal as some candidates were very faint.

Centres should also ensure that cassettes are correctly labelled.

Duration of tests

There were some instances of overlong examinations in the Topic Conversation or the General Conversation sections, 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 A and B last less than 5 minutes in total, there is no need to extend the subsequent parts of the examination. Care should also 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 and where adjustments were necessary they were usually small.

Comments on specific questions

Role Plays A

Generally, candidates performed well and were awarded high 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 quickly through it producing unnaturally brief exchanges with the Examiner.

At the cafeteria

Candidates coped well with this Role Play although in **Task 4** some responses were unnaturally those candidates not quite displaying the appropriate language to match the task (by saying, for ex «Συγνώμη, έχουμε παραγγείλει δύο ποτά κι εσείς μας φέρατε μόνο ένα. Μπορείτε, σας παρακαλώ, να φερετε το ποτό που λείπει;).

At the post office

The first two tasks were well done, but in **Task 3** some candidates mentioned only one item that was in the parcel, instead of the two that were required. Candidates had been well trained to formulate the required question on the last task.

At the gift shop

Again, candidates seemed comfortable in responding to the tasks of this scenario, the only problem being some unnaturally brief answers, and in some cases completing only one part of the task instead of the two that were required.

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, however, found them accessible, with even the weaker students able to gain marks when led through the tasks in a sympathetic manner by the Examiner.

Talking to your friend's mother/father

Most candidates gave good responses to this Role Play's tasks. Particularly in **Task 4** where they were asked to explain the problem they had with the bus, most came up with very convincing and well formulated responses. A small number did not use the appropriate register when talking to an adult, or did not mention two things they did during their evening out.

Enquiring about an item left behind in a restaurant

Candidates were clearly able to explain in length to the restaurant owner what had happened and to formulate appropriate enquiries in order to solve the problem. Candidates attempting this Role Play also performed well when dealing with the last task, where they were asked to give their personal details.

Complaining to a hotel receptionist

Again, candidates dealt quite well with all tasks of this Role Play. There were many plausible explanations as to the problems they encountered with their room. Candidates were competent in using numbers and dates when responding to what was required in **Task 3**. Finally, they dealt successfully with the last two tasks.

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 "Life in other countries" or "Life in an international school". Such topics enable candidates to compare and contrast past and present experiences to great effect. Likewise, "Holidays" proved to be a rich source. 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 into the General Conversation section.

General Conversation

As in the Topic Conversation section a wide range of high-quality performances was heard. Ex
however, are reminded that they should aim to cover at least **two** topics in this section of the test. The
should be varied according to the ability of the candidate and should not overlap with the Topic Conversa
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 "μίλησέ μου για...".

GREEK

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

General comments

The overall performance of candidates this year was impressive and the majority of the scripts received were of a high standard. All candidates were competent in the language and had the linguistic skills to cope well with the tasks on the question paper.

As ever candidates should be reminded of the importance of linguistic accuracy. Marks were lost, even by able candidates, due to careless spelling and basic errors of grammar. In the use of verbs in particular, where accurate spelling includes the correct use of accents, a number of marks were lost. In some extreme cases candidates made no attempt whatsoever to use accents.

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 and linguistic accuracy.

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 past or imperfect is needed for the narrative set in the past in **Question 2**. In general, candidates used appropriate tenses in their answers. More able candidates were rewarded for the correct 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 pluperfect and the subjunctive. However, as mentioned above, marks were lost where there were omissions or mistakes in the use of accents on verbs.

Varied and correct use 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.

Most scripts were within the required maximum length of 140 words, and only a few Communication marks were lost because of either very short or very lengthy answers.

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.

Presentation and handwriting were, in general, of good quality.

Comments on specific questions

Question 1

(a)   Getting a pet

This question was more popular than **Question (b)** and most candidates presented interesting and informative letters. The task was well understood by all candidates and the presentation of the arguments between themselves and their parents about getting a pet was well organised and skilfully explained.

Almost all answers were of the appropriate length and only a few marks were lost for Communication. In fact, most were able to score quite highly for Communication by using fairly simple statements employing past tenses, and appropriately handling irregular verbs.

The quality of language was generally very good and only a few candidates scored low marks for Language.

In stating what kind of pet they would like to get most candidates favoured dogs or cats with a small number preferring turtles, lizards or iguanas. Good knowledge was also displayed of various breeds and their particular characteristics. The better candidates wrote lengthy explanations as to why they want to own a pet, the main reason being that they felt lonely because their parents worked until late. Others explained in detail the benefits of having a pet at home as well as the responsibilities that this situation demands from themselves as well as from their families (financially or otherwise).

In presenting their parents' reactions to their idea, most candidates produced quite interesting points of view about the welfare of the animal living in a flat or a small house, or about their reservations regarding the degree of commitment from the candidate to carry out the responsibility and everyday care of the animal. There was also mention of their parents' fear that, in the end, they themselves would have to look after the animal.

In giving their personal reactions to their parents' arguments, candidates presented a range of feelings and thoughts, the most popular being anger for the lack of trust or for always saying no to their requests, or feeling sadness and disappointment at their parents' response.

The last part of the rubric required candidates to ask their friend to write back giving his/her opinion about how to solve the problem. Almost all candidates responded appropriately to this task.

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

(b)   Shopping and fashion

Although fewer candidates dealt with this question, those who did found plenty to say about shops in their area, their preferences regarding shopping and their views about fashion.

There were references to a variety of different kinds of shops, the most popular for personal shopping being those of clothes, accessories, music or electronic equipment.

As in **Question 1**, almost all answers were appropriate in length and only a few responses lost marks for Communication. Again, most candidates were able to score quite highly for Communication by using fairly short and simple statements, employing present tenses and handling irregular verbs appropriately.

Some marks were lost in lengthy presentations of names of shops (mostly in English) for which no marks were awarded. Otherwise, most candidates were able to display a rich and varied vocabulary with a range of idiom, and were rewarded accordingly for Language.

Register was not a problem and almost all candidates were able to find something to say about each task. The best were able to demonstrate their knowledge and linguistic skills in detailed explanations as to why they do or do not shop via the Internet, or explaining their views in general about fashion and buying designer clothes.

The quality of language was again very good with just a few exceptions scoring lower marks because of poor use of Greek.

Question 2

Completing the story

The open ended nature of the narrative enabled gifted candidates to shine, but also offered opportunities to weaker candidates to display their knowledge of the Greek language.

Starting the narrative, candidates seemed to have read the rubric carefully and their story started from the point where the stimulus ended.

Nearly all understood that the narrator had gone from the airport to the hotel and discovered that something was wrong with the suitcase he/she had picked up from the airport.

Most began the story by expressing their initial reaction when they found something unexpected and a Communication Mark for "δεν πίστευα στα μάτια μου", "δεν ήξερα τι να κάνω", "αγχώθηκα", "πανικός". Candidates were very inventive in their answers. The suitcase was described in detail as full of clothes for the opposite sex, money, stolen antiques or even explosives. The real owner of the suitcase was described as a handsome young man, a beautiful young girl, a millionaire, or a thief. The chapter of misfortunes was told with relish and a touch of humour by the stronger candidates.

Next, candidates went on to develop thoughts, decisions and actions which resulted in them locating their lost suitcase and, finally, to resolving the situation with a logical explanation. Many candidates thought of ringing the airport or returning there in a taxi to make enquiries at the lost luggage desk, or even reported the event to the police. Story endings were also imaginative and there were descriptions of finally being able to enjoy a relaxing holiday or the beginning of a friendship with the owner of the suitcase, or even a happy marriage to him.

Such stories in their simplest versions were within the compass of average to strong candidates who were able to handle past tenses effectively and accurately.

The gifted and well prepared candidates should be congratulated 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 as well as employing a rich and varied vocabulary.

Careless errors such as inaccurate noun and adjective cases or incorrect verb endings were found on some scripts. A number of scripts contained language with no use of accents at all and consequently lost marks for Language.

Overall, however, candidates should be congratulated for their performance.