

MARK SCHEME for the May/June 2011 question paper
for the guidance of teachers

0543 GREEK

0543/02

Paper 2 (Reading and Directed Writing), maximum raw mark 65

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2011 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

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1 General Marking Principles

1.1 Please note that it is not possible to list all acceptable alternatives in the Detailed Mark Scheme provided in Section 3. You will need to consider all alternative answers and unexpected approaches in candidates' scripts, make a decision on whether they communicate the required elements, in consultation with your Team Leader if necessary (or with your Product Manager if you are a single Examiner), and award marks accordingly.

The following marking principles underpin the detailed instructions provided in Section 3 of the Mark Scheme. **Where a decision is taken to deviate from these principles for a particular question, this will be specified in the Mark Scheme.**

1.2 Crossing out:

- (a) If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- (b) If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

1.3 Reading tasks: more than the stipulated number of boxes ticked/crossed by the candidate:

- (a) If more than one attempt is visible, but the candidate has clearly indicated which attempt is his/her final answer (e.g. by crossing out other attempts or by annotating the script in some way), mark in the usual way.
- (b) If two attempts are visible (e.g. two boxes ticked instead of the 1 box stipulated), and neither has been crossed out/discounted by the candidate, no mark can be awarded.
- (c) In questions where candidates are required to tick a number of boxes (e.g. tick the 6 true statements) the general rule to be applied is as follows: the number of 'extra' answers indicated by the candidate is deducted from the number of correct answers and the remaining number is the mark awarded, e.g. the candidate is required to tick 6 true statements, but instead ticks 8 statements. 5 of the 6 ticks are correctly placed, but 2 of the ticks are 'extras' (8 ticks placed by candidate minus 6 ticks required by rubric = 2). Therefore the candidate is awarded a mark of 3

$$\begin{array}{r}
 5 \quad \text{number of correct ticks} \\
 -2 \quad \text{minus number of extra ticks} \\
 = 3
 \end{array}$$

- (d) Answers in pen do not take precedent over answers in pencil, e.g. if a candidate is asked to tick 1 box and ticks two, one in pen and the other in pencil, the mark cannot be awarded unless there is some explicit indication from the candidate as to which is his/her final answer.

1.4 Reading tasks: for questions requiring more than one element for the answer, (i) and (ii), where the answers are interchangeable:

Both correct answers on line 1 and line 2 blank = 2
 Both correct answers on line 1 and line 2 wrong = 1
 (or vice-versa)

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1.5 Reading tasks: answers requiring the use of Greek (rather than a non-verbal response) 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) Accept incorrect gender or person unless Mark Scheme specifies otherwise.
- (d) Accept incorrect possessive adjectives e.g. *μου, σου, του/της* etc, unless Mark Scheme specifies otherwise (in general, Section 2 accept, Section 3 consult Mark Scheme carefully).

1.6 Unless the Mark Scheme specifies otherwise, **do not accept incorrect Greek if the word given means something else in Greek.** (Incorrect Greek which constitutes a word in any language other than Greek is marked (i) on the basis of whether it is accepted or refused in the Mark Scheme and (ii) if not mentioned in the Mark Scheme, on the basis of 2.5 above).

1.7 Annotation used in the Mark Scheme:

- (a) INV = Invalidation and is used when additional material included by the candidate is judged to invalidate an otherwise correct answer thus preventing him/her from scoring the mark (INV = 0).
- (b) Π.Σ. = 'πολυ συντομο' and means that on its own the material is not sufficient to score the mark.
- (c) HA = harmless additional material which in conjunction with the correct answer does not prevent the candidate from scoring the mark.
- (d) BOD = Benefit of the Doubt and is used to indicate material considered by the Examiner and judged to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded.

1.8 No response and '0' marks

There is a NR (No Response) option in **scoris**.

Award NR (No Response):

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

Award 0:

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

1.9 Extra material: Section 2, Exercise 1

In **Section 2, Exercise 1**, reward the candidate for being able to locate the answer in the passage. Do not worry about lifting unless this would cause the message to be seriously distorted (in general, incorrect possessives should not be judged to cause distortion: see 2.5(d)) – in which case a lift will be specifically rejected in the Mark Scheme.

Ignore extra material given in an answer providing that it does not invalidate an answer.

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1.10 Extra material: Section 3

In **Section 3** it is the candidate's responsibility to answer questions in such a way as to demonstrate to the Examiner that s/he has understood the texts/questions. Where candidates introduce extra, irrelevant material to an otherwise correct answer the danger is that the Examiner is being forced to 'choose' the correct answer and s/he cannot be certain that the candidate has shown understanding. Where the Examiner is put in this position the mark cannot be awarded.

In **Section 3**, look for signs of genuine comprehension. Usually, candidates who lift **indiscriminately** fail to demonstrate comprehension and will not score the mark. However, **careful** lifting of the details required to answer the question does demonstrate comprehension and should be rewarded. The Detailed Mark Scheme (Section 3) provides specific guidance but in cases not covered, the following general rules apply:

(a)	Extra material, mentioned in the Mark Scheme, which reinforces the correct answer or in itself constitutes an alternative correct answer:	this is acceptable and is not penalised
(b)	Extra material which constitutes an alternative answer, but which is not explicitly mentioned in the Mark Scheme:	the Examiner needs to decide, by consulting the text if necessary, whether the alternative answer constitutes: (i) an alternative correct answer, in which case this falls into category (a) and the answer should be rewarded (ii) or an answer which on its own would be refused, in which case this falls into category (c) and the answer should be refused
(c)	Extra material which constitutes an alternative answer specifically refused in the Mark Scheme:	this puts the Examiner in the position of having to 'choose' which is the candidate's 'final' answer – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(d)	Extra material which distorts or contradicts the correct answer:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded
(e)	Extra material introduced by the candidate and which does not feature in the text:	this affects communication – the Examiner cannot be sure what the candidate has understood – and the mark cannot be awarded. It can sometimes be difficult to draw the line between what is a deduction made by an able candidate on the basis of what they have read and pure guesswork. Therefore where an answer of this sort occurs which is not covered in the Mark Scheme, Examiners should consult their Team Leader

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3 Detailed Mark Scheme

Section 1

Άσκηση 1 Ερωτήσεις 1–5

1 C

2 D

3 B

4 A

5 C

[1 mark per item = 5 marks]

Άσκηση 2 Ερωτήσεις 6–10

6 F

7 G

8 A

9 C

10 D

[1 mark per item = 5 marks]

Άσκηση 3 Ερωτήσεις 11–15

11 B

12 E

13 A

14 F

15 D

[1 mark per item = 5 marks]

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Άσκηση 4 Ερώτηση 16

1 mark per item up to a maximum of 3 for Communication
+ 0, 1 or 2 marks for Appropriateness of language according to grid

Communication

- (a) Βρίσκομαι σε / έχω πάει εκδρομή στο βουνό.
(b) Είμαι εκεί από τις 20 Δεκεμβρίου.
(c) Βρέχει / έχει βροχή / ο καιρός είναι βροχερός.

Appropriateness of language

NB: if candidates miss out one of the tasks they cannot score more than 1 mark for accuracy

2	For the award of 2 marks, TWO verbs must be in appropriate tenses. Minor errors (adjective endings, use of prepositions etc) are tolerated
1	There is some appropriate usage to reward. Where verbs are not in appropriate tenses award a maximum of 1 mark.
0	There are no examples of appropriate usage to reward. Where 0 marks were awarded for Communication, 0 marks are awarded for language.

[Total: 5]

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Section 2

Άσκηση 1 Ερωτήσεις 17–25

- 17** γιατί θέλει να συμβουλέψει / να δώσει συμβουλές στους νέους που ταξιδεύουν. [1]
- 18** φεύγουν για να ταξιδέψουν / ταξιδεύουν / πάνε ταξίδια. [1]
- 19** (παίρνουν) λίγα ρούχα και τα προσωπικά τους αντικείμενα. [1]
- 20** γιατί θέλουν να δουν πολλά / όσο το δυνατόν περισσότερα μέρη. [1]
- 21** (i) δεν ξέρουν πού θα περάσουν το βράδυ τους. [1]
(ii) δεν ξέρουν ποιους θα γνωρίσουν. [1]
- 22** κάνουν φιλίες / γίνονται φίλοι με νέους από άλλες χώρες. [1]
- 23** γίνονται / τους δίνουν τη δυνατότητα / μπορούν να γίνουν ανεξάρτητοι. [1]
- 24** γιατί υπάρχουν πολλοί κίνδυνοι. [1]
- 25** να ταξιδεύουν σε (μεγάλες) ομάδες / να μην ταξιδεύουν μόνοι τους. [1]

[Total: 10]

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Άσκηση 2 Ερώτηση 26

NO WORD COUNT

1 mark per item up to a maximum of 10 for Communication
+ up to 5 marks for Accuracy:

Communication

- (a) Πού γνώρισες τον φίλο / τη φίλη σου και πώς; [1 + 1]
- (b) Γιατί είστε φίλοι / φίλες; (Γράψε δύο πράγματα) [1 + 1]
- (c) Τι κάνετε όταν είστε μαζί; (Γράψε τρία ή περισσότερα πράγματα) [1 + 1 + 1]

Each of the 3 tasks must be completed to get the 10 communication marks. If 1 task is missing, the maximum communication mark is 9. If 2 are missing, the maximum communication mark is 8. If only 1 of the tasks in (a), (b), (c) is completed, the maximum communication mark is 9 (not 8). Once the 3 tasks have been completed, the remaining 3 marks for communication can be rewarded for material which fits under any of the headings.

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

Accuracy

5	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.
4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.
3	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.
2	A few phrases or short sentences are accurate enough to be recognisable. Very simple sentence structure.
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.
0	Nothing accurate enough to be comprehensible.

[Total: 15]

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Section 3

Άσκηση 1 Ερωτήσεις 27–32

1 mark per question for True or False
1 mark for correcting False Statement ()

NB: Accept verb mistakes as long as answer is phonetically correct, e.g.: ΕΠΙΣΚΕΠΤΕΤΕ

- 27 ΣΩΣΤΟ [1]
- 28 ΛΑΘΟΣ [1]
Έθελε να γίνει δημοσιογράφος, αλλά τελικά έγινε δασκάλα. [1]
- 29 ΣΩΣΤΟ [1]
- 30 ΛΑΘΟΣ [1]
Οι νέοι δάσκαλοι έχουν ενθουσιασμό για τη δουλειά τους. [1]
- 31 ΛΑΘΟΣ [1]
Οι νέοι δάσκαλοι είναι πρόθυμοι να διοργανώσουν σχολικές δραστηριότητες πέρα από το ωράριό τους. [1]
- 32 ΛΑΘΟΣ [1]
Οι μαθητές δείχνουν ενδιαφέρον μέσα στην τάξη [1]

[Total: 10]

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Άσκηση 2, Ερωτήσεις 33-39

- 33 (i)** θέλουν να εξασφαλίσουν ένα ασφαλές οικογενειακό περιβάλλον [1]
- (ii)** σωστές συνθήκες ζωής με αγάπη στη φύση [1]
- 34 (i)** οι πάγοι λιώνουν και απειλούν να πλημμυρίσουν γειτονικές χώρες [1]
Must mention flooding
- (ii)** μεγάλες περιοχές έχουν ξεραθεί, επειδή υποφέρουν από έλλειψη βροχής [1]
Must mention lack of rain / drought
- 35** για να αντιμετωπισθεί η αλλαγή του κλίματος [1]
Accept: για την προστασία ζώων και φυτών
Do not accept: για την αντιμετώπιση αυτού του σοβαρού ζητήματος, as it does not mention the problem.
- 36** ενημέρωσε τον κόσμο μέσα από φυλλάδια για τα είδη ζώων και φυτών που κινδυνεύουν να εξαφανισθούν / που απειλούνται με εξαφάνιση. [1]
- 37** Μαθητές από τριάντα χώρες του κόσμου συμμετείχαν στο διαγωνισμό ζωγραφικής (φτιάχνοντας εικόνες με σπάνια ζώα και φυτά). [1]
Must mention competition
- 38 (i)** στις αίθουσες του μουσείου [1]
- (ii)** στις οθόνες του αεροδρομίου [1]
- 39** όλοι μας πρέπει να φροντίζουμε για την προστασία της φύσης. [1]

[Total: 10]