GREEK (FOREIGN LANGUAGE)

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 this year. *Section 1* was answered accurately with most candidates scoring full or nearly full marks. In *Section 2* the vocabulary in the text was well known and most candidates were able to write the required amount on the directed writing topic. In *Section 3* the vocabulary was also well known although some candidates did not score marks owing to answers which lacked verbs or contained incorrect verbs.

Spelling, in general, was good although there was some phonetic spelling in the written exercises and accents were omitted or misplaced in some scripts. It should be noted that short, accurate pieces of writing which included all the necessary tasks were as likely to score full marks as longer, less accurate answers.

Comments on specific questions

Section 1

Exercise 1 Questions 1 – 5

The majority of candidates scored full marks with only a small number having difficulties with the words *ΤΑΒΕΡΝΑ* and *δάσκαλος* in **Questions 1** and **2**.

Exercise 2 Questions 6 – 10

Question 6 caused no difficulties. A small number of candidates were unfamiliar with the vocabulary used in **Questions 7**, **8** and **9** and the largest problem encountered by candidates was in **Question 10** with the word *λογοτεχνία* which seemed to be unknown by many and which was often confused with the word for computer.

Exercise 3 Questions 11 – 15

The majority of candidates coped well with the vocabulary in this exercise. **Question 12** caused no problems. The words which were not recognised by those who answered incorrectly were *το τρένο* in **Question 11**, *το πλοίο* in **Question 13**, *να οδηγεί* in **Question 14** and *η κατασκήνωση* in **Question 15**.

Exercise 4 Question 16

A brief, accurately written answer which mentions all three tasks will score full marks in this question as well as a longer response.

Most candidates were able to score full marks for Communication and at least one mark for Language. Candidates need to address all three tasks in their response in order to be eligible to score all three Communication marks.

In general, spelling was good although there was some phonetic spelling. Words which caused particular difficulty were *βρίσκομαι*, *κεφάλι* and *τηλεόραση*. There was also some confusion as to the correct use of the verb *πονάει*.

Accents were often omitted or misplaced but this was tolerated in this section provided that the word did not have an alternative meaning with a misplaced accent.

Section 2

Exercise 1 Questions 17 – 24

Most candidates were able to locate the answers in the text successfully which is the main requirement in this exercise. It is not always necessary to write more than a brief response to gain full marks. A small number of candidates omitted to answer some of the questions in this exercise.

Questions 17 and **18** were answered correctly in general. In **Question 19**, a careful lift from the text was accepted although some candidates simply wrote '*να τον χρησιμοποιεί*' which did not gain the mark as it was unclear. **Question 20** was usually answered well. In **Question 21** it was necessary to state that *Μιχάλης* was playing games on the computer to gain the mark. The answer 'playing games' was not accepted. **Questions 22**, **23** and **24** were answered accurately by most candidates. There was frequent misspelling of the definite article in *η οικογένεια* in **Question 24** but this was tolerated in this exercise.

Exercise 2 Question 25

In this exercise, 10 marks are available for Communication and 5 for Language. The majority of candidates seemed able to write fully on this topic using appropriate vocabulary. A very small number of candidates did not attempt this exercise. In order to gain all ten Communication marks, responses needed to include relevant phrases containing verbs. Candidates should ensure that they have written sufficient detail to score all 10 Communication marks within the prescribed word limit.

To score full marks for Language, a basic range of verbs and vocabulary was required. The most common spelling errors were in the use of the verbs *βρίσκω* and *πηγαίνουμε*. The past tense of *βρίσκω* was not always well known. There was also confusion between the verbs *παίρνω* and *περνώ*.

Section 3

Exercise 1 Questions 26 – 31

In this exercise, it was necessary to decide whether the statement was true or false. If it was false then candidates needed to correct the statement according to what they had read in the text by adapting the original sentences appropriately. In general, candidates performed well although a few did not attempt all the questions. Some candidates also quoted large pieces of the text in their answer making it impossible to decide whether they had understood the meaning of the phrases they had written. Brief answers were acceptable provided that the relevant justification had been located and explained.

Questions 26, **27** and **28** were generally answered correctly, while **Questions 29** and **30** caused more difficulties. In **Question 30** it was necessary to specify that the cinema had ceased to show films 15 years ago. **Question 31** was usually answered correctly.

Exercise 2 Questions 32 – 39

In this exercise, it is necessary to manipulate the language of the text to answer the questions with a grammatically correct statement. Verbs are usually required in the response in an appropriate form. Answers which are copied directly from the text are not usually acceptable. Some candidates did not attempt all the questions in this exercise.

In **Question 32** either gold medals or the European cup were accepted although just writing the Olympic Games was not sufficient to score the mark. In **Question 33** the response '*με την τηλεόραση*', without a verb, was tolerated as it answered the question asked. In **Question 34**, a verb was necessary to gain the mark. The answer '*κούραση*', for example, was insufficient. The same is true of **Question 35** and here the verb *κοιμάμαι* caused some difficulty. The spelling of the present tense was sometimes incorrect and the use of '*κοιμηθουν*' on its own, without '*να*' was not accepted. In **Question 36** there were some problems with adjectival agreements, the most common being the assumption that '*γυμναστήρια*' is feminine. In **Question 37**, a common error was that councils would provide facilities for exercising for free. To gain the mark, it was necessary to refer to the building of sports centres. The correct answer to **Question 38** was that young people do not exercise. The frequent response that they are fat did not score the mark. **Question 39** caused few problems although some candidates copied a large chunk of the text containing the correct answer and therefore the mark could not be awarded.

GREEK (FOREIGN LANGUAGE)

> **Paper 0543/03**
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> **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

High levels of communication skills were displayed and performance in general was very good. Teacher/Examiners were to a great extent well prepared and able to elicit the best performance from their candidates. There were instances, however, where the four-fold nature of the Speaking and Listening test was difficult to distinguish as Test 3 (Topic Conversation) and Test 4 (General Conversation) were presented as one test. When this happens, the moderation process becomes harder for the Moderator, as it is difficult to verify the marks awarded by the Teacher/Examiner for each one of these tests.

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 and CDs were correctly labelled.

Duration of tests

There were instances of short or overlong examinations in Test 3 (the Topic Conversation) and Test 4 (the General Conversation). Teacher/Examiners are reminded that each candidate's Speaking and Listening test must consist of the following four parts: Test 1 (Role Play A – Speaking) and Test 2 (Role Play B – Listening), total 5 minutes; Test 3 (Topic Presentation and Conversation), approximately 5 minutes; and finally Test 4 (General Conversation), a further 5 minutes, making the total time of this examination about 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 following parts of the examination to compensate. Also, care should be taken to ensure that no section of the speaking test is omitted. In the most successful Speaking and Listening 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 close to the agreed standard. A few instances of either harsh or rather generous marking were reported and some adjustments to the marking were necessary.

Comments on specific sections

Test 1: A Role plays (Speaking)

Generally candidates performed very well in this part of the Speaking and Listening 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 Cambridge so it is vital that Teacher/Examiners stick to the tasks specified in the Teachers' Notes booklet and in the Role Play booklets. 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 Teacher/Examiner. Candidates should be reminded to use the preparation time to read the prompts carefully, so that they do not omit any of the tasks.

A conversation with your Greek hosts

Candidates coped well with this role play and the vast majority used the appropriate register in Tasks 1 and 5 for talking to an adult, for example using the plural in pronouns and verbs: '*Γεια σας*' or '*Σας ευχαριστώ*'.

Enquiring about lost property at a police station

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.

Conversation with a museum attendant

Candidates seemed quite comfortable in responding to the tasks of this scenario and there were many natural exchanges and questions. As before, most candidates used the appropriate register for talking to an adult.

Test 2: B Role plays (Listening)

The B Role plays were more challenging than the A Role plays in that they required candidates to speak and listen to the Teacher/Examiner's responses and then tick the appropriate box(es) or complete the notes provided in the Role Play booklet. In some cases candidates appeared not to realise that they needed to start the conversation. However, generally candidates found the role plays accessible, with most able to gain marks when going through the tasks as they conversed in a natural way with the Teacher/Examiner.

College employee dealing with a course enquiry

Most candidates performed well in the tasks of this more challenging role play and they were careful to address all parts of the task in order to gain full marks. They were able to listen, understand and respond to more complex vocabulary and structures in their conversation with the Teacher/Examiner.

For the last task (writing the telephone number) all digits must be written correctly to gain the mark – half marks cannot be awarded.

Test 3: Topic Presentation and Conversation

The Topic Presentation allows candidates to prepare vocabulary and structures in advance, and is intended to give them a confident start to the conversation sections. Generally, candidates chose topics appropriate to their level of linguistic ability. However 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. The questions asked by the Teacher/Examiner should enable candidates to display their linguistic knowledge and ability and should give them opportunities to use past and future tenses in their responses.

Also, as last year, a small number of candidates omitted to give a Topic Presentation. Candidates are expected to prepare and present a topic, rather than the Teacher/Examiner just asking questions about it. More specifically, candidates should be allowed to speak for about one or two minutes on their chosen topic before the Teacher/Examiner begins to ask questions on it.

Overall, a number of interesting presentations were given this year on topics relevant to the candidates' age group and interests, for example: "My life as a swimmer", "My hobby – basketball", "A cruise with my grandmother", "My favourite sport – fishing", "Technology, useful or dangerous?", "My future studies – astronomy", "My three best holidays", "Pollution – a problem of our times" etc. Such topics enable candidates to talk about their experiences, and express and justify their views and opinions. 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 use different tenses and to give and justify their opinions.

Teacher/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. Keeping to the time specified for each section of the examination is important as a matter of fairness to all candidates.

Test 4: General Conversation

As in the Topic conversation section, a good range of high-quality performances was heard. Teacher/Examiners are reminded that in this section of the test they should aim to cover two or three of the topics listed in the syllabus. In some cases, the Teacher/Examiner asked questions on a wide range of topics which meant that each one could only be covered superficially, without a meaningful in-depth conversation. The topics should be different for different candidates and should be chosen by the Examiner so as not to overlap with the Topic Presentation/Conversation. Also, Teacher/Examiners should remember to ask questions which enable candidates to expand upon information and 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

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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) Young people and entertainment

This question was well understood by all candidates and most were able to present interesting and informative responses. The presentation of the opinions and comments in task 2 of the question was well constructed and skilfully explained.

A number of answers extended beyond the word limit meaning that some Communication marks were lost as any points that are not made within the maximum 140 words cannot be credited. Most candidates, however, were able to score quite highly for Communication for fairly simple statements, employing appropriate tenses and handling irregular verbs correctly.

Responding to the first task and in explaining what they do to entertain themselves with their friends, most candidates said they liked to go out with their friends to watch a film, to have a meal, to go shopping, to go for a walk to the seaside or to play football. Other options were going to parties or to nightclubs or even staying at home to have a chat or watch a DVD with their best friend.

Replying to the second task about explaining their views on the ways that other young people entertain themselves nowadays, candidates wrote interesting and informative explanations about other youngsters using alcohol or smoking to have fun with their friends. Arguments about why using these substances is not always fair or fun displayed originality (for example, that these are costly means of entertainment at their parents' expense).

Responding to the third task and in explaining what they would like to change about this, most candidates favoured the idea of creating more clubs with fun activities and sports for young people to use. Other options were helping young people to have a better and healthier understanding about this matter.

The fourth and fifth tasks required candidates to use the past tense to explain what they did for entertainment recently and the future tense in order to say what they are going to do next weekend.

Candidates wrote interesting accounts in response to these tasks (for example, that they had a romantic evening with a girlfriend or that they are planning a short trip to an island).

In general the question enabled even the weaker responses to score marks for both Communication and Language by using simple statements in the present tense. Stronger responses employed more complex and polished language and scored highly as a result.

Question 1(b)   Helping at home

Candidates had plenty to say about the ways in which they help at home. They also put forward a variety of opinions, both positive and negative, about housework and why they think it is fair and right for other members of the family to offer a helping hand in their homes.

As in **Question 1(a)**, most answers were of the appropriate length and there were only a few cases where some of the Communication marks were unavailable because candidates had exceeded the maximum word limit of 140 words.

Responses to the first task were in most cases rather brief as candidates stated that the housework was mostly left in their mother's hands! In some cases there was also an occasional helping hand from a grandmother or from a cleaner. In most responses the father was presented as coming home late or being very busy at work.

In dealing with the second task candidates gave a variety of views on housework. Most stated that household tasks are boring and tiring, but at the same time many agreed that they are quite necessary as living in a clean and tidy house is an important priority. All explanations for their opinions were well constructed and presented using rich vocabulary and structures.

In responding to the third task candidates' answers displayed originality and innovation as to why they do or do not offer help at home, for example because it offers a relaxing alternative to studying, or they can ask for favours in return from their parents, or they want to learn housekeeping in case they marry soon. Those who replied that they do not usually help at home tried to give humorous explanations, for example that they tried to help in the past but burned the pie in the oven or shrunk the clothes in the washing machine.

The fourth and fifth tasks again required the use of the past tense in describing what they did recently to help at home and the future tense in describing the ways in which they are going to offer help at home in the summer. Most candidates displayed good knowledge of regular and irregular verbs in responding to both of these tasks.

As in **Question 1(a)**, candidates of all abilities were able to engage well with the task and show off the best of their linguistic abilities. Most 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 almost all candidates were able to find something to say about each task. The best responses demonstrated candidates' knowledge and linguistic skills in detailed explanations about their views on this matter.

Question 2   A camping experience

This question's open ended nature enabled candidates of all abilities to display their linguistic knowledge and skills. All answers contained more complex structures in describing the most interesting day of the camping trip and in explaining their reactions to the events and the experience overall.

Most candidates seemed to have read the rubric carefully and their answer addressed both tasks appropriately. Only a very small number of candidates exceeded the maximum of 140 words. Candidates are also reminded that they must use appropriate vocabulary and tenses in order to gain marks for Communication.

Most began their answer by giving details of the events of this day and then explained their feelings and reactions to them. Almost all candidates scored a Communication mark for expressions like '*έμεινα έκπληκτος*', '*άρχισα να γελώ*', '*έβαλα τα κλάματα*'.

Again, candidates were very inventive in their answers. The description of the most interesting day of their camping trip was varied and imaginative. In some responses the most interesting day was the first day when

they made new friends, learned how to set up a tent and prepared a meal. In other responses the most interesting day was the last one when they were free to do what they liked (playing jokes on members of the opposite sex, or doing various water sports like jet skiing or diving). Others described events that happened in the evenings such as lighting a fire on the beach and telling stories or playing games around it. In a few more dramatic answers there were descriptions of things that happened in the middle of the night, such as walking to the beach and discovering some rare species of sea turtles coming out of the water and trying to bury their eggs on the sand.

In explaining their reactions to these experiences, candidates again were able to display rich and varied vocabulary and structures in their answers and were rewarded accordingly for Language.

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.

Careless errors were found on some scripts with inaccurate adjective cases or the wrong verb endings. Also a number of scripts contained language with little use of accents. In those cases marks were lost for Language.