

GREEK (FOREIGN LANGUAGE)

Paper 0543/01

Listening

Key messages

Full sentences are not required in responses and candidates should be aware that if answers are too long there is a danger that they may include extra distorting details which may invalidate an otherwise correct answer.

The Listening paper tests comprehension. Accuracy in written responses in Greek is not an issue provided that the answer sounds and reads like Greek and the message is clearly conveyed.

It is important to give candidates practice using the specimen paper and past papers so as to ensure that they are familiar with the rubrics, when the pauses occur and at what point the extracts are repeated. It also helps to remind candidates that they can expect to hear all recordings twice.

General comments

This paper was available for the first time this year for IGCSE Greek and candidates' performance was of a high standard. The rubrics appeared to be well understood and almost all candidates attempted all three sections. It was evident that the examination topics and contexts were accessible to all candidates.

The Greek extracts heard by candidates gradually increased in terms of length and density and featured both monologues and conversations. The emphasis of the questions moved from targeting the candidates' ability to pick out information contained in short factual pieces, to testing their ability to understand specific factual information, as well as opinions and explanations, in longer narrated accounts and conversations. Longer extracts featured a variety of registers and references to both past and future events. Vocabulary which is tested in the first two sections of the test is drawn from the vocabulary as set out in the Defined Content Booklet.

Comments on specific questions

Section 1

Exercise 1 Questions 1–8

This exercise tested the understanding of eight short conversations or statements through multiple choice questions with visual options. All candidates understood the rubric well and the visuals caused no problems of interpretation. The vocabulary areas tested were numbers, directions, time, transport, places in a town, hotel accommodation and weather. Candidates performed very well in all eight questions which were intended to give them a confident start to the paper.

Exercise 2 Questions 9–15

For this exercise candidates needed to listen to a longer extract which featured an advertisement for a cruise in the Greek islands. Candidates were required to show their understanding by selecting one from three visual options or writing a short response. The vast majority of candidates answered these questions correctly and many scored full marks on this exercise.

Section 2

Exercise 1 Question 16

Candidates heard four young people talking about foreign languages and their experiences with learning them. This was an accessible topic and the vast majority of candidates scored full marks. The vocabulary was taken from the Defined Content Booklet and extracts included some opinions as well as use of tenses other than the present.

Exercise 2

Questions 17–21

In the first part of this exercise, candidates heard an interview with a young man, Milan who lives in a village in Crete. Candidates were required to correct an incorrect detail in each of the five statements by supplying the correct word(s). The requirements of the exercise were well understood. The exercise represented a step up in the incline of difficulty of the test and the extract heard was longer than that heard in the previous exercise.

Candidates generally achieved high marks in the first three questions. On **Question 20** *ηρεμεί* was identified by most with just a few candidates replacing it with *ήρεμη* (which is a noun and therefore an incorrect answer) or *ήρεμει* (which again showed a lack of comprehension). Other responses included a variety of spellings but these were awarded a mark as they conveyed the correct meaning.

Questions 22–25

In the second part of this exercise candidates heard another interview with a young girl, Irina, who also lives in Crete. Candidates were required to give short written responses in Greek to the questions. All of the questions could be answered briefly without using a verb. On **Question 22**, most candidates correctly identified that she felt *μόνη* or *λυπημένη*. Again a number of different spellings were accepted as they conveyed the meaning of feeling lonely or sad.

Section 3

Exercise 1 Questions 26–31

Candidates coped well with this multiple choice exercise and the majority were able to gain high marks. Candidates had to listen to and process more information than in the previous section and had to be able to follow a narrative that featured different time frames and in which feelings and opinions were expressed. Candidates understood the rubrics well. It is worth reminding candidates to use the longer reading time available at the beginning of this exercise, and the time available in the pauses, to read the question and options very carefully. Reading the questions will also help to give candidates an overall plan of the content of the recording and help them to sequence the information which they will hear.

Candidates heard an interview with Paris, a young successful footballer who plays for the national team of Greece. Generally, candidates fared better on the first four questions with the last two questions appearing to be more challenging. **Question 30** required understanding of the concept heard, *να κερδίσω τόσο γρήγορα μια θέση στην εθνική*. **Question 31** required candidates to make the connection between *το πιο σημαντικό είναι* and *απολαμβάνει (το δίκαιο αγώνα)*, which a few found difficult.

Exercise 2 Questions 32–40

As intended, this was the most demanding exercise on the paper. Some accessible questions were included to help maintain concentration and motivation and these were successfully answered by a good proportion of the candidates. The performance on this exercise was generally very good.

Candidates heard an interview with a young girl, Evangelia, who is an animation designer and was talking about her studies and her career. Questions were phrased in such a way as to encourage candidates to answer as briefly as possible rather than to have to write extensive answers. Full sentences were not required but some questions did require verbs so as to give a complete concept.

The exercise started with two questions which were intended to be fairly accessible. **Question 32** was answered correctly by the majority of candidates and the required element was *ο καθηγητής*. A few incorrect

attempts often featured the word *δάσκαλος* (meaning a primary school teacher). For **Question 33**, the required concept was either to help her family or because her family was facing financial problems. Most candidates responded correctly although some offered an incomplete idea such as Evangelia herself was poor. This was not enough to gain the mark as there was no mention of her family.

Question 34 was answered correctly by most candidates who were able to identify *έξυπνες ιδέες* or *μεγάλο ταλέντο*. On **Question 35**, many were able to identify *δεν μπορούσε να το πιστέψει* and, although the spellings were often inaccurate, the concept was still clear. On **Question 36** the mark could have been gained quite simply with the words *με ταινίες κινουμένων σχεδίων*. Incorrect answers often featured *με ηλεκτρονικά παιχνίδια* which shows that comprehension was incomplete. This was found to be one of the harder questions on this exercise. Candidates did slightly better on **Question 37** in which they had to convey the idea that the characters had to behave like humans. Most gave acceptable versions of the verb *συμπεριφέρονται* but were not always able to link it to the idea of human-like reactions. The required concept for **Question 38** was the notion of Evangelia discussing her ideas with her big team. Some answers incorrectly conveyed the notion that Evangelia would not like to share her ideas with others.

Candidates fared better on **Question 39** where the majority were able to produce either *ταξίδια* or *καινούριες εμπειρίες*. On **Question 40** a good number were able to identify correctly *δική της ταινία*. A few responses conveying the notion of making a story or a film (not her own film) were not awarded a mark.

Overall, candidates who took this paper should be congratulated for their performance this year.

GREEK (FOREIGN LANGUAGE)

Paper 0543/02

Reading

Key Messages

In **Section 1**, all vocabulary tested is taken from the *Minimum Core Vocabulary* list and this should be used as a resource for teaching. Non-verbal answers are required in all questions. Exercise 3 requires comprehension of a short, simple continuous text.

In **Section 2**, brief correct answers were acceptable. In the first exercise, it is necessary to understand the text in full in order to choose the correct response. In the second exercise, brief correct answers were accepted. It is not necessary to repeat the language of the question in the response to score the mark.

In **Section 3**, candidates must write a correct justification for each false statement in Exercise 1. This should not be a simple negation of the original statement. In Exercise 2, close attention to the text is required and some manipulation of the language may be necessary to respond accurately.

General Comments

The best candidates showed a secure knowledge of the *Minimum Core Vocabulary* in **Sections 1** and **2** and were also able to understand the more complex vocabulary required in **Section 3**. They were able to locate the answers in the text and write a concise response in their own words without lifting phrases from the text. They used language accurately and showed competent use of grammar.

Most candidates performed well in the sections requiring use of the core vocabulary but some candidates were not able to justify their answers in the True/False question. In the longer reading passages, candidates sometimes gave too brief a response which did not provide sufficient information to score the mark. Phonetic spelling was tolerated where the meaning was clear. One or two candidates showed a lack of familiarity with the Greek alphabet, confusing letters in some words.

Comments on Specific Questions

Section 1

Exercise 1 Questions 1–5

Most candidates answered well and scored full marks in this exercise. A small number of candidates did not understand the words χάρτη, ΠΛΥΝΤΗΡΙΟ and ΠΑΓΟΔΡΟΜΙΟ in **Questions 2, 4** and **5**.

Exercise 2 Questions 6–10

The majority of candidates scored well in this exercise with only a very few having difficulty with **Question 10**; the most common error being the misunderstanding of the word παιχνίδι.

Exercise 3 Questions 11–15

This exercise was answered well with many candidates scoring full marks. In **Question 11**, some candidates did not make the link between αργά and άργησα. In **Question 12**, a very small number of candidates seemed to misread σχολείο as σχολικό. **Question 13** posed very few problems. In **Question 14**, some candidates did not notice the negative in the phrase δεν θα προλάβω and wrongly chose the television option. It is important to read the text carefully before choosing a response. In **Question 15**, some candidates did not understand the verb μαγειρεύω while others failed to notice the ending on the verb πλύνω which would have helped them to eliminate this as an option.

Section 2

Exercise 1 Questions 16–20

This exercise was answered well by most candidates. **Questions 16** and **18** posed few problems for the majority. In **Question 17**, several candidates chose παλιά as their answer which was grammatically correct but clearly contradicted the text. It is crucial that candidates read the text carefully before choosing their answer. Some candidates did not understand the word λειτουργεί in the question resulting in an incorrect

answer. In **Question 19**, those candidates who answered incorrectly generally chose the distractor ανοιχτή

having not understood the word εκτός in the text. Likewise in **Question 20**, the most common error was the distractor πολλές. Once again, candidates must read the text closely to ensure that they do not miss the word δεν which negates the phrase.

Exercise 2 Questions 21–28

This exercise was answered well by most candidates. They were able to locate the answer in the text and write a concise response which was spelled correctly. Lifting a short phrase from the text was accepted in this exercise and it was not necessary to write a complete sentence to gain full marks. **Question 21** caused few problems. For **Questions 22** and **23** most candidates were able to locate both answers. In **Question 23 (i)**, candidates had to include the word γραφικό to score the mark. It was not sufficient to answer σε ένα χωριό. **Question 24** posed few problems. In **Question 25**, a small number of candidates described Malena's evening activities rather than her afternoon activity. It is important to use the time phrases in the text to help locate the correct answer. **Question 26** was answered correctly by most candidates. Some candidates did

not score a mark in **Question 27**, either through not understanding the word σκηνή or leaving their response

blank, suggesting a lack of comprehension of the text. **Question 28** was answered well by most candidates.

Section 3

Exercise 1 Questions 29–33

In this exercise, many candidates were able to identify the True/False response correctly. It was also necessary to give a correct justification for the statements which were false. Some candidates either did not give a justification or merely added a negative to the original statement. This did not gain a mark. It should also be noted that justifications are only required for the false statements. Some candidates also wrote a comment for the true statements. Familiarity with the rubric would help here. It states clearly the number of true and false statements and indicates the need for a justification only for the false statements. **Question 29** was answered correctly by most candidates. In **Question 30**, a good number of candidates were able to manipulate the language well in their justification to express Louisa's happiness. Some candidates said simply that the idea of an advert was interesting. This did not gain the mark. **Question 31** was answered correctly by most candidates. A number of candidates did not identify **Question 32** as true. Careful reading of paragraph 3 shows that despite the lack of time, Louisa is happy to reply to them. Most candidates coped well with **Question 33**. In the justification, 'use of new ideas' was accepted and scored a mark.

Exercise 2 Questions 34–39

The more able candidates coped well with this exercise and showed accurate use of the language, manipulating it where necessary to answer the question clearly. In **Question 34**, some candidates stated that Michalis likes to travel. This did not score a mark as it was not stated in the text, only that he had travelled a lot. In **Question 35**, some candidates did not supply enough information to gain a mark. It was necessary to specify that he was going to study λογοτεχνία. Those candidates who said just that his father had given him money did not score a mark. The majority of candidates answered **Question 36** accurately. The answer γράφοντας άρθρα was accepted. **Question 37** caused few problems. For **Question 38**, almost all candidates followed the rubric successfully. However, a number of candidates did not understand the question and simply wrote down two foreign languages from the list in the text in response. In **Question 39**,

it was necessary to specify that Michalis was looking for destinations for his next journey. It was not sufficient to say that he was finding out about new countries. A small number of candidates suggested that he used the internet to communicate with his daughter but this did not gain a mark. Candidates are reminded that the answers to questions will be stated clearly in the text.

GREEK (FOREIGN LANGUAGE)

Paper 0543/03
Speaking

Key Messages

To do well in this paper, candidates should be able to perform three different tests.

Test 1 (Role Plays) should last about 5 minutes. Candidates perform with the Teacher/Examiner a Role Play A and a Role Play B scenario from a **single** Role Play Card. For this test it is important to address **all the tasks** of each role play as they are set in the scenario. The Teacher/Examiner should ensure that candidates have the opportunity to return to omitted tasks in order to complete them, so there is no loss of marks.

Test 2 (Topic Presentation/Conversation) should last 5 minutes. Candidates need to choose a topic from the list of topics and prepare a presentation in advance. The presentation should be between 1 and 2 minutes long, after which they should be able to answer questions about their chosen topic for another 3 minutes. For this test it is important to prepare the presentation **in advance** to avoid any loss of marks due to poor quality. Also it is important that the Teacher/Examiner makes sure he/she includes questions that enable candidates to show their ability to convey **past and future** meaning.

For **Test 3 (General Conversation)** candidates need to perform, for about 5 minutes, a general conversation with the Teacher/Examiner covering **two or three topics** from their list of topics. Again it is important that the Teacher/Examiner makes sure he/she includes questions that enable candidates to show their ability to convey **past and future** meaning.

General comments

On the whole, high levels of communication skills were displayed by candidates. The majority of Teachers/Examiners were aware of how to elicit the best performance from their candidates. There were instances, however, where the threefold nature of the Speaking test was difficult to distinguish because Test 2 (the Topic Conversation part) and Test 3 (the General Conversation part) were presented as one test. When this happens, the moderation process becomes harder for the Moderator, as it is difficult to award the marks allocated for each one of these tests if they are **not** announced and conducted as separate elements of the speaking examination.

Administration

Some instances of clerical errors and some cases of missing Internal Marks Report/MS1 or Working Mark Sheets/ WMS were reported. Centres are reminded to send both MS1 and WMS back to CIE with the recorded samples of their candidates.

Quality of recording

The quality of recording was very good this year.

Duration of tests

There were instances of short or overlong examinations in Test 2 (the Topic Presentation/Conversation) and Test 3 (the General Conversation). Teachers/Examiners are reminded that each candidate's speaking test should last about 15 minutes.

In cases where the Role Plays A and B have a duration of 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 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 harsh or rather generous marking were encountered and marks were adjusted as necessary.

Comments on specific questions

Test 1: Role Plays A

Generally candidates performed very 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 Teachers/Examiners adhere to the tasks specified in the Teachers' Notes booklet and on the Role Play cards. Candidates should take time to role play the scenario appropriately and not be rushed quickly through it, thereby producing unnaturally brief exchanges with the Teacher/Examiner

Staying at a friend's house

Candidates coped well with this role play and the vast majority used the appropriate register for talking to a friend in Task 1 and 5, for example, using the singular in pronouns and verbs: «Για σου» or «Τι κάνεις;» or «Σ' ευχαριστώ». In Task 5 in particular, where candidates were making an inquiry about the house, they were able to use the appropriate plural form of the verb: «Έχετε ζώα στο σπίτι σου;»

School life

Again candidates coped well with this role play and most of them used the appropriate register for talking to a friend in Task 1 and 5, for example, using the plural in pronouns and verbs: «Για σου φίλε μου». In Task 5 where candidates were making an inquiry about their friend's school life they were able to use the appropriate plural form of the verb: «Φοράτε στολή στο σχολείο σου;».

Renting a boat

Candidates seemed quite comfortable in responding to the tasks of this scenario. Natural exchanges and questions gave many candidates high marks for this role play. Most candidates used the appropriate register for talking to an adult, for example, using the plural in pronouns and verbs: «Για σας» or «Σας ευχαριστώ».

Role Plays B

Information about an area

Many candidates performed the tasks of this more challenging role play well and they were careful to address all parts of the task in order to gain marks. They were able to understand and use more complex and appropriate vocabulary and structures in their conversation with the Teacher/Examiner: «Μήπως υπάρχει κάποιο αρχαίο μοναστήρι στην περιοχή σας;». In Task 4 they performed natural responses showing pleasure: «Α! Θαυμάσια! Αυτή είναι μια υπέροχη ιδέα γιατί θα έχω παρέα».

Reservations at a taverna

Many candidates performed the tasks of this role play well and they were careful to address all parts of the task in order to gain marks. In Task 3 they performed natural responses in their conversation with the Teacher/Examiner, showing pleasure: «Α! Υπέροχα! Η μουσική είναι καταπληκτική ιδέα γιατί θα μπορούμε να χορέψουμε».

Reporting a lost item at a police station

Most candidates performed the tasks of this role play well, addressing all parts of the task in order to gain marks. They were able to produce more complex vocabulary and structures in their conversation with the Teacher/Examiner. In Task 4 they performed natural responses in their conversation, showing surprise: «Α! Δεν το πιστεύω! Νόμισα πως τον έχασα για πάντα!».

Test 2: Topic/Conversation

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. Generally, candidates chose topics appropriate to their level of linguistic ability, however Teachers/Examiners should advise candidates not to choose “Myself” or “My life” as a topic as it can become far too general and leave little to be exploited in the General conversation section. There were instances where a limited range of questions used by the Teacher/Examiner deprived candidates of opportunities to display their knowledge and ability to handle the language and use different tenses in their responses.

Also, as last series, a small number of candidates were observed to omit their presentations. Teachers/Examiners should be reminded that candidates are expected to prepare and present a topic, rather than the 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.

Overall a number of interesting presentations were delivered this year on topics relevant to the candidates’ age group and interests, for example: “Young people and smoking”, “My trip to England”, “Living in Crete”, “Young men and unemployment”, “Video games” etc. Such topics enable candidates to talk about their experiences and express and justify their views and opinions. Likewise, “Technology” proved to be a rich source of ideas and a natural and spontaneous conversation generally took place after the initial presentation. Other topics like: “The magic of music”, “Healthy lifestyle and diet” or “My village in Austria” made for interesting listening. The best performances were from 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 into the **General Conversation** section. Also keeping to the time specified for each section of the examination is important.

Test 3: General Conversation

A good range of high quality performances were heard for the general conversation. Teachers/Examiners, however, are reminded that they should aim to cover **two or three** topics in this section of the test, in order to explore these in greater depth. These should be different for different candidates and should be chosen by the Examiner so as not to overlap with the Topic/Conversation section. Also Teachers/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...”

GREEK (FOREIGN LANGUAGE)

Paper 0543/04

Writing

Key messages

Candidates should ensure that they address all the tasks in **Question 2** and **Question 3** in order to be eligible to score maximum marks for Communication. The language used in the answers to these questions needs to be accurate. A variety of verbs should be used and they should be grammatically correct with accents in the correct position.

General comments

This year the format of the paper has changed. Candidates are now required to answer three questions which cover a range of difficulty levels. The first question is straightforward and requires a list of nouns related to a specific topic. For the second question candidates are required to write an answer of 80–90 words in response to a list of tasks on a particular topic area. In the third question candidates choose one out of three topics and must write an answer of 130–140 words, again addressing all the tasks.

The majority of candidates wrote good responses addressing all the tasks of each question within the word limit where appropriate. Their answers displayed good understanding of the tasks set out in each question.

The better responses contained language with a rich and varied vocabulary and with a good level of linguistic accuracy. They maintained good syntax and 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 of the present, past and future tenses in regular and common irregular verbs. A variety of correctly used pronouns, adjectives, adverbs, connectives and prepositions was also used in these answers. Weaker responses did not always address all parts of each task and some candidates needed to pay closer attention to the correct use of verbs, particularly with regards to spelling and accents.

Comments on specific questions

Section 1

Question 1

List of 8 gifts you might buy for your family

Almost all candidates were able to produce at least five correct items and were therefore awarded full marks. Most made use of the pictures accompanying the question; frequent gifts were *γλυκά/σοκολατάκια/σοκολάτες, βιβλίο, μπάλα/μπάλα ποδοσφαίρου*. Some thought of other gifts not included in the illustrations such as *ρούχα, παπούτσια, μπλούζα, τηλεόραση, κρασί*.

Question 2

Write to a friend about your family

The rubric was well understood by candidates and most of them were able to address all three tasks presenting interesting and informative responses of good quality.

Most candidates produced answers within the word limit and used a range of verbs in the appropriate present or future tense. The responses to the first task, to describe a member of their family, were detailed and appropriate. For the second task, the reasons why a particular member of their family was the one they

had a closer relationship with were clearly explained, for example, *έχουμε την ίδια ηλικία, μας αρέσουν τα ίδια πράγματα, περνούμε πολλές ώρες μαζί, με καταλαβαίνει, με βοηθάει, όταν έχω κάποιο πρόβλημα* etc.

However, in dealing with the third task (family plans for the coming weekend) some candidates produced shorter responses with fewer details, and therefore some Communication marks were lost. Examples of good responses were: *θα πάμε σε ένα νησί να χαλαρώσουμε και να περάσουμε καλά, θα πάμε στο εξοχικό μας και θα ξεκουραστούμε κοντά στη θάλασσα, θα πάμε στο χωριό του παππού μου για να τον δούμε, θα δούμε μια ταινία στον κινηματογράφο και μετά θα πάμε κάπου για φαγητό.*

Section 2

Question 3

For this question there were three questions, each on a different topic from which candidates had to choose one.

(a) A letter to a relative about going to the cinema

This was the most popular question in this section. Most candidates were able to address all the tasks within the word limit. The rubric was well understood by all candidates and many were able to present interesting and informative responses of high quality which were awarded high or full marks for Communication.

Responding to the first task (when did you go to the cinema and what kind of film did you see?) many good responses contained the appropriate information in the correct past tense, for example *πήγαμε το περασμένο Σάββατο και είδαμε μια ταινία δράσης*. Many candidates wrote in Greek the title of the film they saw whereas others wrote the title in English which affected the marks awarded for Communication.

In the second task (why did/didn't you like the film?) many excellent responses contained detailed explanations in the appropriate past tense gaining full marks for Communication. Examples included *μου άρεσε η ταινία γιατί είχε πολύ γέλιο or δεν μου άρεσε καθόλου γιατί δεν είχε ενδιαφέρον*.

Responding to the third task about their favourite actor and the reasons for their choice, most candidates included detailed arguments in the appropriate present tense and gained all the marks for Communication. For example, *μου αρέσει αυτός ο ηθοποιός, επειδή έχει μεγάλο ταλέντο και κάνει υπέροχες ταινίες. Επίσης πιστεύω πως είναι καλός άνθρωπος διότι δίνει χρήματα σε διάφορα ιδρύματα*. Other candidates needed to include more than one reason or explanation in responding to this task in order to be eligible for maximum Communication marks.

For the fourth task about how often they go to the cinema and with whom, most candidates constructed excellent responses in the appropriate present tense, such as *συνήθως πηγαίνω μια φορά το μήνα και προτιμώ πάντα να είμαι με τους φίλους μου or πάντα πηγαίνω στον κινηματογράφο με την καλύτερη μου φίλη επειδή οι γονείς μου βαριούνται να έρθουν μαζί μου*.

Most candidates achieved marks for Communication for fairly simple statements employing appropriate tenses and handling irregular verbs correctly.

This question enabled candidates of all abilities to score marks for Communication, Verbs and Other Linguistic Features by using simple statements in the present and past tense, while at the same time offering the stronger candidates the opportunity to show off their Greek in employing more complex and polished language.

(b) An article about the candidate's new school

This question was the next most popular and the vast majority of those who responded to it achieved full marks for Communication as they had plenty to say about why they changed school, how they felt on their first day there, what they like most about the new school and about the activity they will spend time on after the lessons at school.

Responding to the first task, common reasons for changing school were because their parents found employment in another place and the family had to move, or because they had problems with the old school, or because they wanted to study abroad and they chose a school which works with the language and the program of the country in which they wish to continue their studies. Most candidates constructed excellent responses in the appropriate past tense gaining all the Communication marks for this task.

Responding to the second task about how they felt in their first day at the new school and why, most candidates included detailed explanations in the appropriate past tense and were awarded maximum Communication marks. Many candidates described their feelings before arriving at the school and during the first few hours there. They talked about anxiety and stress because they did not know anyone there and because everything was new and unknown. Others, especially those who changed school because of problems with the old one, focused more on the relief and happiness they felt because of the friendly reception of their new classmates and teachers. Some responses did not address the second part of this task about why they felt this way and therefore could not access all the available marks for Communication.

Most responses to the third task about what they like most in their new school contained detailed explanations in the appropriate present tense and gained all the marks. Many candidates liked the size and the facilities of the new school like swimming pools and football fields, or the kindness of the students and the teachers or even the variety of the food in the canteen of the school. For example, *μου αρέσει πολύ το νέο μου σχολείο επειδή είναι μεγάλο και καθαρό οτ τα παιδιά είναι φιλικά και αμέσω έκανα νέους φίλους οτ στην καντίνα του νέου μου σχολείου υπάρχει μεγάλη ποικιλία από φαγητά και ποτά σε αντίθεση με το παλιό μου σχολείο όπου έβρισκα λίγα πράγματα και πολύ ακριβά.*

In the fourth task about the activity they will do after the lessons at school and why, most responses contained detailed information and explanations in the appropriate future tense and gained maximum Communication marks. Many candidates described sporting activities like football, basketball or swimming, explaining that the reason for their choice was the importance of sports for their health, or because they have been doing this sport for many years now, or because they could do it with their friends. Others, in order to gain more marks, needed to note that this task had a second part where explanations were required for the reasons why they chose the particular sports.

(c) A letter to a friend about a storm

Although this question was the least popular in this section, most candidates who chose it gained full or high marks for Communication as the rubric was well understood, and they were able to present imaginative and interesting responses of high quality, addressing all three tasks appropriately.

This question's open-ended nature enabled strong candidates to show off the best of their abilities, but also offered opportunities for weaker candidates to display their knowledge in dealing with the language. Most answers contained more complex structures in describing the storm and the problems it left behind and explaining their reactions to this experience.

All candidates presented realistic and reasonable stories about the events during the storm and concluded with the third task about the actions they will have to take in order to solve the problems the storm left behind.

In dealing with the first task candidates were very inventive and imaginative in their descriptions of the storm. Most responses started with descriptions of being woken up by the terrible noises of the storm in the middle of the night. All the descriptions included details about the strong wind destroying everything in its path and the heavy rain flooding the house. Responding to the second part of this task about the problems that were created by the storm, all descriptions and explanations required were well constructed and presented using rich vocabulary and structures such as *όλα τα έπιπλα του κήπου είχαν γίνει κομμάτια και τα δέντρα είχαν κοπεί οτ το ρεύμα είχε κοπεί και ήμασαν μες στο σκοτάδι οτ το δωμάτιο γέμισε νερά και όλα τα ρούχα στο κρεβάτι μου είχαν γίνει μούσκεμα.*

Responding to the second task about their reactions to these events, candidates were again able to display originality and innovation constructing appropriate structures with rich and varied vocabulary and were rewarded accordingly for Verbs and Other Linguistic Features. The account of their reactions to this experience was presented with a lot of detail about their state of mind at the time and their actions in order to help their family. For example, *τρόμαξα τόσο πολύ που στην αρχή δεν ήξερα τι να κάνω οτ έτρεξα στο παράθυρο και προσπάθησα να το κλείσω για να σταματήσω τη βροχή να μπαίνει μέσα.*

In responding to the third task candidates displayed again originality and innovation as to what actions they will have to take to solve the problems created by the storm. Most candidates displayed a varied vocabulary and good knowledge of handling the future tense in both regular and irregular verbs. Examples included *αύριο το πρωί θα τηλεφωνήσουμε στο Δήμο να έρθει να καθαρίσει τον δρόμο από τα σπασμένα δέντρα οθ α ειδοποιήσουμε τη ΔΕΗ να έρθει να διορθώσει τα καλώδια που έχουν κοπεί.*

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In general, well-prepared candidates were able to achieve high marks for the correct use of a variety of grammatical features of the language such as past and future tenses, negative and interrogative constructions, object, emphatic and relative pronouns, subordinate clauses with appropriate conjunctions as well as a rich and varied vocabulary.