

# GREEK (FOREIGN LANGUAGE)

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Paper 0543/01  
Listening

## Key messages

Vocabulary which is tested in the first two sections of the test is drawn from the Core Vocabulary List in the Defined Content Booklet, while for the third section the key words required for comprehending and answering the questions are from the Core Vocabulary List but other words may also be used. It is therefore essential for the candidates to cover all the Core Vocabulary List in their course of study in order to do well in this paper.

The listening paper tests comprehension. Accuracy in written responses in Greek is not an issue provided that the message is clearly conveyed and the answer sounds and reads like Greek. It is important to mention that full sentences are not required in responses and candidates should be aware that if answers are long, there is a danger that extra distorting details will be included which may invalidate an otherwise correct answer.

It is important to give candidates practice on 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

In all sections rubrics were well understood and 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.

## Comments on specific questions

### *Section 1*

#### **Exercise 1 Questions 1 – 8**

This exercise is intended to give candidates a confident start to the paper. The eight prompts were straightforward and short and almost all candidates scored full marks. All candidates understood the rubric well and the visuals caused no problems of interpretation.

#### **Exercise 2 Questions 9 – 15**

For this exercise candidates needed to listen to a longer extract which featured an advertisement for learning Greek in Greece. Candidates were mostly required to show their understanding by selecting one from three visual options. The vast majority of candidates answered these questions correctly.

## Section 2

### Exercise 1 Question 16

Candidates heard four young people talking about their interests. This was an accessible topic and the vast majority of candidates scored full marks.

### Exercise 2

#### Questions 17 – 21

In both the first and second parts of this exercise, candidates heard an interview with a young man, Elias, who lives in a provincial town in northern Greece.

In the first part candidates were required to correct an incorrect detail in each of the five statements by supplying the correct word. The requirements of the exercise were well understood.

The majority of candidates did well in this section but a few were not awarded full marks because they seemed to read only part of the question. For example, in **Question 17** a few candidates provided the name of the town (*Ξάνθη*) instead of the country (*Ελλάδα*). Most candidates answered **Questions 18 and 19** correctly. In **Question 20** the majority of candidates gave a variety of phonetically correct words (*ανηαρι*, *ανιαρεί*) and gained the mark while others provided an incomprehensible answer (*αναρι*) or an answer with a different meaning (*αραιή*). **Question 21** was generally answered correctly although it proved more challenging for the weaker candidates.

#### Questions 22 – 25

In the second part of this exercise, candidates heard the rest of the interview with Elias. Candidates were required to give short written responses in Greek to the questions. Some of the questions could be answered briefly without using a verb. In **Question 22**, most candidates identified the correct adjective (*σίγουρο*) and gained the mark. Again a number of different spellings were accepted. **Question 23** was answered correctly by almost all candidates. **Questions 24 and 25** were successfully answered by the majority of candidates.

## Section 3

### Exercise 1 Questions 26 – 31

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 and coped well with the demands of this exercise and the majority were able to gain high marks. 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 questions 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 Daphne, a female pilot. Generally the vast majority of the candidates scored full marks on most of these questions with only the last two questions appearing to be more challenging. **Question 30** required understanding of the concept heard *ένιωσηα τη δύναμη που είχα μέσα μου* while **Question 31** required candidates to make the connection between *να εργάζομαι πολλές ώρες* and *να αποκτήσω περισσότερη εμπειρία*, which some candidates found difficult.

### Exercise 2 Questions 32 – 40

Candidates heard an interview with Nicholas, a young volunteer, who is helping in the forest protection team of *Πάρνηθα* near Athens. He talked about his preparation to become a volunteer and his experiences and thoughts about his work to protect the environment. 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 answer.

In **Question 32** a large number of candidates did not provide the full required answer (*μεγάλη πυρκαγιά*). Most candidates provided the correct response to **Question 33**. **Question 34** was answered well by most candidates who were able to identify Nicholas' difficulties (*βραδινές ώρες* or *ελάχιστος ύπνος*). In **Question 35**, the majority were able to identify what part of his training he enjoyed (*δούλευαν στη φύση* or *δούλευαν*

στον καθαρό αέρα). The spellings were often very inaccurate but the concept was clear. Candidates appeared to find **Question 36** quite challenging although the mark could have been gained quite simply with the words *να του αρέσει να δουλεύει με άλλους*. Incorrect answers included only a small part of the answer *με άλλους* which did not demonstrate understanding. Candidates did better on **Question 37** in which they had to convey the idea that working in these teams one has the opportunity to make true friends. **Question 38** was answered correctly by many candidates. **Questions 39** and **40** proved to be the most challenging questions on the paper. For the first of these two questions candidates were required to identify the reason why Nicholas wanted to continue volunteering. Some candidates gave the reason that there are not enough young men but the answer should have been that not enough young men are interested in doing that. A similar pattern was observed for the last question where incorrect reasons included that young people have no time to volunteer or they have more important things to do.

# GREEK (FOREIGN LANGUAGE)

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Paper 0543/02  
Reading

## Key messages

In **Section 1**, all language is taken from the Core Vocabulary List which should be used as a resource for teaching. All answers are non-verbal. **Exercise 3** requires the comprehension of a short, simple piece of continuous text.

In **Section 2**, candidates are required to provide short written answers. In **Exercise 1**, candidates must understand the text in full to find the correct answer. In **Exercise 2**, short written answers are necessary. It is not necessary to repeat the language of the question to score the mark.

In **Section 3**, the texts are longer and require more detailed understanding. In the first exercise, candidates must write a correct justification for each false statement chosen. A simple negation of the phrase is not accepted. In the second exercise, close attention to the text is needed and candidates may be required to manipulate the language correctly to score a mark.

## General comments

The best candidates showed a secure knowledge of the core vocabulary and were able to score highly in **Sections 1** and **2**. Many were also able to understand the more complex language in **Section 3**. They located answers in the text and were able to manipulate the language to provide a concise answer in their own words.

Most candidates showed good knowledge of the core vocabulary and were also able to score some marks in **Section 3**. Some candidates did not follow the rubric in **Exercise 1** correctly. Whilst a long response is not necessary in **Exercise 2**, some candidates did not write sufficient detail in their response to score a mark.

A few candidates showed insufficient knowledge of the core vocabulary which prevented them from scoring highly.

## Comments on specific questions

### **Section 1**

#### **Exercise 1**

#### **Questions 1 – 5**

Most candidates answered this exercise well. A number of candidates did not appear to know the words *ανθοπωλείο* and *ΚΑΤΑΣΚΗΝΩΣΗ* in **Questions 2** and **5**.

#### **Exercise 2**

#### **Questions 6 – 10**

The majority of candidates scored full marks in this exercise. A very small number had difficulties with the words *ειστιμίο* and *χρματα* in **Questions 9** and **10** respectively.

### Exercise 3

#### Questions 11 – 15

The majority of candidates scored full marks in this section. A very small number did not answer **Questions 14** and **15** correctly.

#### Section 2

##### Exercise 1

#### Questions 16 – 20

Most candidates answered this exercise well, identifying the correct response from the list of available options. A small number of candidates did not follow the rubric and completed the sentences with words of their own or with words which appeared in the text but which were not in the table. Candidates are reminded that they must follow closely the instructions on the paper in order to score marks.

In **Question 16**, some candidates did not understand the word *σύγχρονο* causing them to choose the wrong answer. In **Question 17**, some candidates chose the incorrect response *μπαλκόνι*, despite the fact that there was no mention of it in the text. In **Question 18**, a very small number of candidates did not understand that the house was rented with furniture. In **Question 19**, the vocabulary *σταθμό του υπόγειου σιδηροδρόμου* caused some difficulty. In **Question 20**, some candidates did not know the word *ευκαιρίας* with a small number of candidates writing the price in Euros of the rent rather than choosing a word from the table.

##### Exercise 2

#### Questions 21 – 28

In this exercise, whilst it was not always necessary to include a verb, it was necessary to include sufficient detail in a response to score the mark. **Question 21** was answered well by most candidates. In **Question 22**, candidates needed to write both the start and end time to gain the mark. In **Question 23**, it was necessary to say that he went to the sea to swim. Some candidates answered just that he went to the sea which was not enough to score the mark. **Question 24** posed no problems for the majority of candidates. In **Question 25**, a number of candidates answered *από ένα μ να δουλειάς*, omitting the word *ύστερα* or *μετά* from their answer and so did not score. **Question 26** was answered correctly by most candidates. In **Question 27**, it was necessary to specify 'the advantages and disadvantages of the job' to gain the mark. Those candidates who wrote simply 'advantages and disadvantages' did not score a mark. In **Question 28**, a verb was required to gain a mark. Some candidates mentioned 'many hours of work' without any further clarification.

#### Section 3

##### Exercise 1

#### Questions 29 – 33

Candidates are reminded to read the rubric carefully in this exercise. There are two true statements and three false statements. Some candidates did not tick the correct number of true/false boxes. Candidates should write a justification for each false statement. A simple negation of the statement is not sufficient to gain a mark. It is not necessary to write a justification for those statements which are true.

In **Question 29**, candidates were required to write that Manos did not allow his parents to watch the performance. The answer *είναι ντροπαλός* was not sufficient to score a mark. **Question 30** caused difficulty for some candidates. The answer that actors do not have a steady wage was not accepted nor was the answer that Manos wants to live in security. In **Question 32**, some candidates simply negated the statement rather than mentioning Manos' school marks.

## Exercise 2

### Questions 34 – 38

Most candidates answered **Question 34** correctly. In **Question 35**, candidates are reminded that they must write one answer on each line. A small number of candidates wrote both answers on the first line and an incorrect answer on the second. This scored only one mark. In **Question 36**, some candidates misread the question and did not give a reason for the children living a healthier life. **Question 37** also required one answer on each line. The answer that the children would attend a programme of education was not accepted. **Question 38** caused problems for a number of candidates who did not appear to understand the words *θα διδάξουν*. To score the mark, candidates needed to state clearly that the children will learn how to live better with their pets. Any answer which did not include all of this detail did not gain the mark.

# GREEK (FOREIGN LANGUAGE)

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Paper 0543/03  
Speaking

## Key messages

To do well in this paper, candidates are required to complete three different tests:

- **Test 1 (Role Plays)** should last about 5 minutes during which candidates need to perform with the teacher/Examiner a Role Play A and a Role Play B scenario from a **single** Role Play Card. It is important to address **all** the tasks of each role play **as they are set out** in the scenario. The teacher/Examiner should ensure that candidates have the opportunity of returning to complete omitted tasks, so there is no loss of marks for leaving tasks out.
- **Test 2 (Topic Presentation/Conversation)** should last another 5 minutes. Candidates need to choose a topic from the list in the syllabus 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**. It is important for candidates to prepare the presentation in advance to avoid any loss of marks because of 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 take part in a conversation with the teacher/Examiner for about 5 minutes covering **two or three topics** from the list of topics published in the syllabus. 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

In general candidates performed very well and there was a high level of communication skills. Most teacher/Examiners were aware of how to elicit the best performance from their candidates. 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.

There were instances, however, where the threefold nature of the Speaking test was difficult to distinguish as Test 2 (Topic Presentation/Conversation) and Test 3 (General Conversation) were presented as one test. This has an impact on the process of moderation as it is difficult for the Moderator to confirm the marks allocated for each conversation section when they are not announced and conducted as separate tests. Therefore announcing the end of the Topic Conversation and the beginning of the General Conversation is an important part of the examination process – this helps candidates as well as Moderators.

### *Administration*

There were quite a number of clerical errors this year, mostly in the addition of marks on the Working Mark Sheet. Centres are reminded of their responsibility to check the addition of marks before they are submitted to Cambridge.

### *Quality of recording*

The quality of recording was very good this year. Please note that the digital file for each candidate's test must be named using the following convention:

Centre number\_ candidate number\_ syllabus number\_ component number

For example, **AB115\_0102\_0543\_03**.

### *Duration of tests*

There were instances of short or overlong examinations in Test 2 (Topic Presentation/Conversation) or Test 3 (General Conversation). Teacher/Examiners are reminded that Test 2 and Test 3 should last about 5 minutes each.

In cases where the Role Plays A and B last less than 5 minutes 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.

### *Application of the mark scheme*

Generally marking in Centres was close to the agreed standard.

## **Comments on specific parts of the test**

### **Test 1**

#### **A Role Plays**

Generally candidates performed very well in this part of the Speaking test. Centres are 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 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 teacher/Examiner. It is also important to remind Centres that candidates are given preparation time to read the prompts carefully so that they do not omit any task.

#### *Making enquiries at the tourist office*

Candidates coped well with this role play and the vast majority used the appropriate register in Tasks 1 and 5 for talking to a tourist office employee, for example using the plural in pronouns and verbs: *Καλημέρα σας* or *Σας ευχαριστώ πολύ*. In Task 5 in particular, where candidates were making an enquiry about buses or shops in the area, they were able to use the appropriate plural form of the verb: *Μπορείτε να μου πείτε αν υπάρχει τράπεζα εδώ κοντά;*

#### *Talking to a friend in Greece*

Again candidates coped well with this role play and most of them used the appropriate register in Tasks 1 and 5 for talking to a friend, for example using the singular in pronouns and verbs: *Γεια σου φίλε μου*. In Task 5, again where candidates were making an enquiry about their friend's family or house, they were able to use the appropriate singular form of the verb: *Πόσα αδέρφια έχεις;* In cases where the candidates were making an enquiry about their friend's school they were able to use the appropriate form of the verb: *Έχετε γυμναστήριο στο σχολείο σου;*

#### *Helping a friend with his homework*

Candidates seemed quite comfortable in responding to the tasks of this scenario. Natural exchanges and questions gave most candidates full marks for this role play. As before most candidates used the appropriate register for talking to a friend, for example, using the singular in pronouns and verbs: *Γεια σου* or *Σ' ευχαριστώ*.

#### **B Role Plays**

#### *Making enquiries about a job at a café*

Most candidates performed the tasks of this role play well and they were careful to address all parts of each task in order to gain full marks. They were able to understand and use more complex and appropriate vocabulary and structures in their conversation with the teacher/Examiner. In Task 2 they gave natural responses using past tenses about a job they had done in a café, for example: *Πέρασι το καλοκαίρι ήμουν*



*σερβιτόρος σε μια καφετέρια.* In Task 4 they there were some good responses showing disappointment such as *Ω! Τι κρίμα! Δυστυχώς μπορώ μόνο ν' αρχίσω από την άλλη εβδομάδα αύριο επειδή έχω ραντεβού στον γιατρό.*

*Talking to a friend about your plane being delayed*

Most candidates performed the tasks of this role play well and addressed all parts of each task. In Task 4 they gave natural responses in their conversation with the teacher/Examiner to show their disappointment. For example, *Δεν ξέρεις πόσο λυπάμαι φίλε μου που σε έβαλα σε ταλαιπωρίες.*

*Talking to a friend about a healthier lifestyle*

Most candidates performed the tasks of this role play well addressing all parts of each task. They were able to produce more complex vocabulary and structures in their conversation with the teacher/Examiner. In Task 3 they gave natural responses to show surprise: *Δεν το πιστεύω! Σοβαρά;*

## **Test 2: Topic Presentation/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. A wide range of topics was heard but there were instances where a limited range of questions asked by the teacher/Examiner deprived candidates of opportunities to display their knowledge and ability of handling the language and of using the different tenses in their responses.

A small number of candidates did not give a presentation and teacher/Examiners are reminded that candidates are expected to prepare and present a topic, rather than only being asked 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 given this year on topics relevant to candidates' age group and interests, for example: 'My favourite hobby', 'Video games', 'Greece', 'My music school', 'Future plans'. Such topics enabled candidates to talk about their experiences and express and justify their views and opinions. Likewise, 'Holidays and travel' proved to be a rich source where a natural and spontaneous conversation took place after the initial presentation of the topic. Topics such as 'Young people and sports', and 'Healthy lifestyle and diet' made for very interesting listening. 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.

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 test is moving into the General Conversation section. Also keeping to the time specified for each section of the examination is important as a matter of fairness for all candidates.

## **Test 3: General Conversation**

A good range of high quality performances were heard. Teacher/Examiners 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 teacher/Examiner so as not to overlap with the Topic Presentation/Conversation section. Also teacher/Examiners should remember to ask questions which enable candidates to expand on information and use past and future tenses. Closed questioning techniques which elicit one word responses are best avoided in favour of questions such as *για ποιο λόγο προτιμάς..., εξήγησε μου πώς θα..., τι είναι αυτό που σε κάνει να..., με ποιον τρόπο θα καταφέρεις να...* etc.

# GREEK (FOREIGN LANGUAGE)

Paper 0543/04  
Writing

## Key messages

Candidates should ensure that they address all the tasks in **Question 2** and **Question 3** including – within the word limit – as much relevant information as they can 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

The majority of candidates wrote good responses addressing all the tasks of each question. Their answers displayed good understanding of the tasks.

The better responses contained language with a rich and varied vocabulary and with a good level of linguistic accuracy. They avoided basic errors of grammar in gender, number and case of nouns and adjectives and maintained good syntax; spelling was not of the same level as the rest of linguistic features. Accurate use of verbs, in particular, included the correct use of the present, past and future tenses of regular and common irregular verbs, accurate spelling and the correct use of accents. A variety of correctly used pronouns, adjectives, adverbs, prepositions and linking words 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 mainly of verbs, particularly regarding spelling and accents.

## Comments on specific questions

### **Section 1**

#### **Question 1**

##### **List of 8 dishes or desserts you might prepare for a party**

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 items were *κοτόπουλο, ψάρι, μακαρόνια, πατάτες, σουβλάκια, τούρτα, παγωτό*. Some thought of other food not included in the illustrations such as *σαλάτα, αλλαντικά, κεφτεδάκια, μπιφτέκια, ντολμαδάκια*.

#### **Question 2**

##### **Write to a friend about him/her visiting your town for the first time**

The rubric was well understood by candidates and most of them were able to address all three tasks. There were some interesting responses of generally good quality, using appropriate tenses such as *Είναι καλύτερα / Σου προτείνω / Θα ήταν καλή ιδέα να έρθεις... / (Πρέπει) να φέρεις / Φέρε...*

The responses to the first task were mostly accurate. Only a few candidates left out one of the two parts of the task. Most candidates suggested that their friend should visit them in summer and stay for one or two weeks. Some were more precise (for example, *έλα την επόμενη εβδομάδα*) while others were less so (for example, *να μείνεις όσο θέλεις*).

In responding to the second task almost all candidates wrote more than one sentence describing the weather and they usually named specific clothing items beyond *καλοκαιρινά*. Lists of four or even five items were presented in a few responses. When writing about suitable clothes some candidates had the chance, along with an extra item of clothing, to add one more detail about the weather, which was awarded marks as long as there was a verb in the sentence. For example *Αν θέλεις, φέρε και μία ζακέτα, σε περίπτωση που βρέξει.*

There were some excellent responses to the third task, including at least three leisure activities, conveyed in the future tense or using expressions like *Θα μπορούσαμε / Μπορούμε να...* The most common activities were swimming in the sea, eating out in a (traditional) restaurant, going shopping, visiting monuments and museums, going sightseeing.

Nearly all candidates used appropriate letter etiquette in this question. In their openings many candidates were able to link the information provided in the rubric to the first task. For example: *Γεια σου Αλίκη! Χαίρομαι πάρα πολύ που θα έρθεις στην Αθήνα. Είναι καλύτερα να έρθεις...* There were also some examples of nice short closures: *...Ανυπομονώ να σε δω! Θα περάσουμε υπέροχα! Φιλάκια...* and *...Περιμένω πώς και πώς να έρθεις! or Σε περιμένω! Με αγάπη...*

Some candidates lost marks for Communication because they responded to the three tasks by writing only one piece of information for each task. They should try to write brief openings, even shorter closures and spend the rest of their available word count in expanding their letter by incorporating more than one detail, where it would be sensible, whilst maintaining relevance to the tasks, within complete sentences equipped with suitable verbs.

The vast majority of candidates scored very highly for Language in this question.

## Section 2

### Question 3

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

**(a) An article for a school magazine about a new sports centre in the area where the candidate lives**

Many candidates who chose this question scored very high marks for Communication. The rubric was well understood by almost all candidates. The responses ranged from simple statements containing the required information to well-constructed and convincingly presented texts with a rich vocabulary and a variety of structures.

Responding to the first part of the first task many candidates used the imperfect tense (*υπήρχε*) and mentioned a range of shops (a traditional bakery, a café, a shopping centre, usually closed due to the economic crisis), offices, a nursery or just a deserted area or derelict buildings. A few candidates missed out this part of the question. Regarding the second part of the question, quite a few candidates wrote *πρόσφατα*. Others were more specific: *πριν μια εβδομάδα / πριν από μερικές ημέρες / πριν τρεις ημέρες*, and only a few omitted this part of the question or confused the time that the centre opened with the time that the candidate visited the centre.

Addressing the second task, most candidates were able to present, using the present or future tense, at least two advantages that the opening of the sports centre offered to the area. Most stressed the importance of its proximity to the area and how the variety of sports offered by the centre engaged people of the area – especially the young and children – in physical exercise and a healthier way of living. For example, *έχεις μια μεγάλη ποικιλία σπορ για να διαλέξεις, τα οποία είναι όλα στο ίδιο μέρος*. A few candidates mentioned the economic significance of the centre offering jobs to local residents or attracting visitors from places nearby.

The best articles made a smooth transition from the second to the third task, in which candidates had to express their opinion about physical exercise. Almost all candidates were able to justify their positive stance on this, using at least one sentence in which they mostly underlined its contribution to achieving physical and mental health, such as *Η σωματική άσκηση είναι πολύ σημαντική όχι μόνο για την εξωτερική εμφάνιση αλλά και για το πώς αισθάνεσαι*.

In the fourth task many candidates mentioned more than one athletic activity. They used either the future tense or other structures to talk about the future, e.g. *Αύριο έχω σκοπό να πάω στο αθλητικό κέντρο με τους φίλους μου, για να παίξουμε ποδόσφαιρο.*

Many candidates used the appropriate register in their article. Most wrote a title, either the one provided in the rubric or a new one such as *Άθληση για όλους* or *Νέο αθλητικό κέντρο Αμαρουσίου*. There were also some nice openings, for example, *Πάντοτε δε θέλατε ένα αθλητικό κέντρο στην περιοχή μας; Επιτέλους το αποκτήσαμε!* and closures, for example *Σας προτείνω να το επισκεφτείτε!*

**(b) A blog about moving to a new house**

Candidates performed reasonably well in this question in terms of Communication. Many described something they may have actually experienced themselves but in any case around half of all responses showed full understanding of the rubric and successfully completed the four tasks. Some candidates wrote remarkable articles with vivid details and even a personal touch. Others did not appear to have read the tasks carefully enough, especially the second and fourth.

In the first task, which required the past tense, packaging things, cleaning the house or helping their parents with carrying heavy pieces of furniture were the most common preparations for moving mentioned by candidates. A personal touch, sometimes along with a combination of past tenses (imperfect, past tense and pluperfect), was also present in some blogs. For example, *Όταν βάζαμε όλα τα πράγματα σε κουτιά, βρήκα πολλά παλιά πράγματα που νόμιζα πως είχα χάσει.*

Responding to the second task candidates quite often wrote that they rushed into the house to explore or that they started cleaning or tidying up. Some needed to pay more attention to the verb in the rubric (*τι έγινε*), and refer to facts rather than emotions.

The next task about what they liked most in their house was very well answered by all candidates. They mostly mentioned that they liked the size of the house or of their room or of the garden; some were impressed by the view over the balcony. Most candidates provided reasonable explanations such as *"I can have my own room now"* or *"our dog will have more space to run and play"*.

In the fourth task most responses contained more than one plan, conveyed in the future tense or in expressions like *σκοπεύω/σκέφτομαι να...* or *θέλω/μπορώ να ...*, and in most cases at least one of these plans was followed by good reasoning. Some candidates produced more complex, accurate and interesting sentences such as *Σκοπεύω να το βάψω μοβ, μιας και είναι το αγαπημένο μου χρώμα, και να το γεμίσω μαξιλάρια και φωτογραφίες.*

Some candidates included a title or wrote a suitable opening or closure for their article. Of those who included this, a few managed to do it in a really imaginative way, for example, *Επιτέλους μετακομίσαμε!* and *Κατά τη γνώμη μου, η μετακόμιση δεν είναι εύκολο πράγμα. Είναι όμως ενθουσιαστικό [sic] όταν έχεις μετακομίσει στο καινούριο σου σπίτι και τα πάντα γύρω σου είναι διαφορετικά* and *Λατρεύω το νέο μας σπίτι!*

**(c) An email to a friend about a family holiday with... problems**

This was by far the most popular question in this section. Some Communication marks could not be awarded, in some cases because candidates had not read the rubric carefully enough, particularly in the first task.

In the first task candidates were asked to give details of the holiday their family had booked and the problems they faced when they arrived at the place of their destination. In response to the first part of the task most candidates presented quite attractive details of their booking, using the past or pluperfect tense. Some mentioned the destination only.

In the second part of this task, candidates who had not read the rubric carefully enough wrote that they had lost their luggage during their journey or that a member of the family had forgotten the passports or the airplane tickets, or that they had had bad weather during the flight. Most candidates who had understood the rubric wrote that there was a problem with either the booking itself (the rooms were given to other people, the reservation had not been done properly for various reasons) or the condition of the room (dirty, bad smell, not having the advantages – like the view – promised on the Internet) or the area (no Wi-Fi, loud music from nearby).

Responding to the second task almost all candidates had something to say about what they did or how they felt as a result of the previously mentioned problematic situation, for example, *Όλοι είχαμε πανικοβληθεί, δεν ξέραμε τι να κάνουμε...* Quite a few were also able to explain clearly why they or another member of the family reacted like that.

The most usual reply to the third task was that they looked for a room at another hotel or that they returned home. A few said that they changed room in the same hotel and a small number asked for a refund.

Most candidates managed to use the past tense of regular and common irregular verbs correctly. The most skilful candidates demonstrated their abilities in alternating the past tense with the imperfect pluperfect, especially in indirect speech.

Most candidates started and closed their emails with the typical parts of a letter. Some of them presented well-constructed and coherent sentences, using a variety of relevant vocabulary, for example *Θυμάσαι που σου είχα πει για τις διακοπές που θα πήγαινα με τους γονείς μου τα Χριστούγεννα* as an introduction and *Ελπίζω να έχω καλή σύνδεση με το διαδίκτυο, για να έρθει αυτό το ηλεκτρονικό μήνυμα σύντομα* when closing the email.