

GREEK

<p>Paper 0543/01 Listening</p>
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Key messages

Answers are marked on the basis of communication. 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 may invalidate an otherwise correct answer.

Accuracy in written responses in Greek is not an issue provided that the message is clearly conveyed. If the answer sounds and reads like correct Greek it will be accepted provided that the message is unambiguous.

Vocabulary which is tested in the first two sections of the test is drawn from the Core Vocabulary List in the Defined Content booklet. It is therefore essential for candidates to cover all of the core vocabulary in their course of study in order to do well in this paper.

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 will hear all recordings twice.

General comments

The vast majority of candidates performed very well on this paper. In all sections rubrics were followed correctly and it was evident that the topics and contents of the listening passages were generally well understood by candidates.

Comments on specific questions

Section 1

Exercise 1 Questions 1–8

This exercise contained eight straightforward, short prompts, and nearly all candidates were successful in responding to all questions.

Exercise 2 Questions 9–15

For this exercise candidates needed to listen to a longer extract which featured an announcement of a school anniversary celebration. The vast majority of candidates answered these questions correctly although some candidates did not answer **Question 15** correctly.

Section 2

Exercise 1 Question 16

Candidates heard four young people talking about the pocket money they receive. The vast majority of candidates identified all the true statements.

Exercise 2

This exercise contained two parts, and in each part candidates heard an interview with a young girl talking about her future plans.

Questions 17–21

In the first part candidates were required to correct an incorrect detail in each of the five statements by supplying the correct word. In this part of the paper, candidates needed to pay closer attention to what was being said.

The majority of candidates did well in this section and almost all answered **Questions 17, 19, 20 and 21** correctly. Not all candidates were able to supply the correct verb in **Question 18**.

Questions 22–25

In this part of the exercise, candidates were required to give short written responses to the questions. Some of the questions could be answered briefly without using a verb. In **Question 22**, most candidates identified the correct noun and gained the mark. A number of different spellings were accepted. **Questions 23 and 24** were answered correctly by most candidates. For **Question 25** where the required answer was history (*ιστορία*) a significant number of candidates gave the wrong subject (*μαθηματικά*).

Section 3

Exercise 1 Questions 26–31

The majority of candidates performed well in this exercise, which consisted of an interview with a young man who was in charge of sport at a children's camp site. For this exercise candidates had to be able to follow a narrative that featured different time frames and in which feelings and opinions were expressed.

Question 29 in this exercise proved the most challenging as it required closer attention to the details heard on the recording in order to identify the correct response. Other questions in this exercise were answered well by candidates of all abilities.

Exercise 2 Questions 32–40

This final exercise was intended to be the most demanding on the paper. Candidates did not have to answer in full sentences in order to score the marks but some questions did require verbs so as to give a complete concept. Candidates generally performed well.

A large number of candidates did not provide a correct response to **Question 32** as they seemed not to have paid close attention to the pronouns. In **Question 33** a variety of spellings were offered for *πρωταγωνίστριας* but the meaning was mostly clear and the majority of candidates were awarded the mark.

Question 34 was answered correctly by almost all candidates. For **Question 35**, the majority were able to identify what types of play were presented by Olivia's theatrical group. **Question 36** was less well answered and a number of candidates were not able to identify the reason for high unemployment among actors. **Question 37** required candidates to give information about Olivia's thoughts on finding a job abroad and this proved to be challenging for some. **Question 38** was also less well answered by some candidates. For **Question 39**, where an explanation was required as to why Olivia considers theatre to be something special for her, proved to be the most challenging on the paper. **Question 40**, which also required an explanation as to why Olivia feels optimistic about her future, was answered well by many candidates.

GREEK

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

Most candidates showed a secure knowledge of the core vocabulary and scored highly in **Sections 1** and **2**. Many also understood the more complex texts in **Section 3** and performed well in these exercises. They located answers in the text and were able to manipulate the language to provide a concise answer in their own words.

Many candidates scored full marks in **Sections 1** and **2** and identified the correct responses in most of the questions in **Section 3**. Candidates must ensure they follow the rubric in **Section 3, Exercise 1**.

Whilst a long response is not necessary in **Section 3, Exercise 2**, some candidates did not write sufficient detail in their response to score a mark. A few candidates wrote too much information when a brief response would have sufficed.

Comments on specific questions

Section 1

Exercise 1, Questions 1–5

Most candidates answered this exercise well, showing a secure knowledge of the core vocabulary. A very small number of candidates were not familiar with ΠΛΥΝΕ ΤΑ ΠΙΑΤΑ in **Question 5**.

Exercise 2, Questions 6–10

Candidates handled this exercise very well and the vocabulary did not pose any problems.

Exercise 3, Questions 11–15

The majority of candidates scored full marks in this exercise. A small number of candidates did not answer correctly **Questions 12, 13, 14** and **15**. It was necessary to read the text carefully to ensure that negative statements are not misread as positives.

Section 2

Exercise 1, Questions 16–20

Most candidates responded well to these questions, identifying the correct response from the list of available options. Some candidates filled the gap with a word from the table which did not make grammatical sense. Candidates are reminded that the sentence must be completed with a word which makes it grammatically correct.

In **Question 16**, some candidates missed the phrase *δίπλα στη θάλασσα* in the text and so answered incorrectly with *πόλη*. In **Question 17**, several candidates missed the correct response, despite the fact that *το βράδυ* was in the text. Candidates must ensure that they read the text carefully before choosing a response. **Question 18** was answered well by most candidates. In **Question 19**, the phrase *οι πιο χαμηλές* was not recognised as synonymous with *φθηνά* by some candidates. A small number of candidates did not answer **Question 20** correctly.

Exercise 2, Questions 21–28

In this exercise, whilst it was not necessary always to include a verb in a response, candidates were required to include sufficient information in order to score the mark. In **Question 21**, some candidates were distracted by the mention of *Βόλος* in the opening line. Candidates must read all of the information given before answering. **Question 22** was answered well by most candidates. In **Question 23**, it was necessary to mention the word *ενδιαφέρον* to score the mark. Simply saying *καλό* was not sufficient. In **Question 24**, candidates needed to mention writing essays. Spending hours in the chemistry lab was not accepted as an answer. **Question 25** was answered well. Most candidates answered **Question 26** correctly although a small number mentioned playing together which was not accepted. Some mention of playing tennis had to be made to gain a mark. **Question 27** was answered correctly by most candidates. In **Question 28**, specific mention of *λογοτεχνία* had to be made to score the mark.

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 and ensure that they have also ticked the box. 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.

Question 29 was answered correctly by most candidates. In **Questions 30** and **33**, copying from the text using direct speech was not accepted. In **Question 33**, it was not sufficient for the candidate to write that he was going to spend his time with his family. Some mention of staying on his island was required. A small number of candidates were attracted by the mention of *τη Γαλλία, τη Γερμανία και την Ολλανδία*. The justification for **Question 31** was correctly provided by most candidates.

Exercise 2, Questions 34–38

Question 34 did not pose any problems with candidates writing one answer clearly on each line. In **Question 35**, the majority of candidates answered correctly that Melina's father was a fisherman. Please note that due to an issue with **Question 35**, full marks were awarded to all candidates for this question in order that no candidate was disadvantaged. In **Question 36**, it was necessary to mention *ειδική εκπαίδευση*. A number of candidates were attracted by the statement that it was sufficient to be careful and did not read on further. To gain a mark in **Question 37**, candidates needed to mention the use of photographs. Some gave an incorrect answer, stating that Melina would remember by looking at the book. **Question 38** required detailed information from the text. To score the marks, candidates needed to say that money would be raised from sales of a book and from the active friends of the group abroad. Candidates omitting any part of the response did not score the marks.

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<p>Paper 0543/03 Speaking</p>

Key messages

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

- **Test 1 (Role Plays)** should last about 5 minutes during which candidates need to two role play scenarios 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 to return to any tasks omitted by candidates.
- **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

This year Centres' overall conduct of the Speaking tests was of a good standard with only a few instances where parts of the test were missing or times were not adhered to.

Very good levels of communication skills were displayed and teacher/Examiners were to a great extent aware of how to elicit the best performance from their candidates. In the most successful 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 where the threefold nature of the Speaking test was difficult to distinguish as **Test 2** (Topic 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 and helps candidates as well as Moderators.

Administration

All documentation received from Centres was error-free.

Quality of recordings

The quality of recordings was good with only a small number of faint recordings or recordings with background noise. Teachers/Examiners are reminded that each candidate's test should be in one file/recording. After announcing the candidate's details they should continue with the conduct of his/her Speaking test without pausing the recording and without splitting the different parts of the test into different

files/recordings. Please always remember to check recordings before sending them to Cambridge for moderation.

Duration of tests

There were some instances of short or overlong tests in the Topic Presentation/Conversation and the General Conversation. Teacher/Examiners are reminded that these parts of the test should last around 5 minutes each. Care should also be taken to ensure that no section of the Speaking test is omitted.

Comments on specific questions

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 follow the tasks as 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 through it producing unnaturally brief exchanges with the teacher/Examiner. All candidates must be given time to prepare the prompts carefully so that they do not omit any of the tasks.

In a clothes shop

Candidates coped well with this role play and the vast majority used the appropriate register in Tasks 1 and 5 for talking to a shop 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 inquiry about another item to buy, they were able to use the appropriate plural form of the verb: *Μπορείτε να μου πείτε αν υπάρχει κάποια ζώνη που να ταιριάζει με το παντελόνι;*

Inviting a friend to see a movie

Again, candidates performed well in 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 4, where the candidate had to mention the type of movie he/she was suggesting, candidates responded appropriately and gained full marks.

Helping a friend with household chores

As in the previous role play, candidates used the appropriate register in Tasks 1 and 5 for talking to a friend. In Task 3, where candidates had to mention the chore they like doing the most in their own home, they responded appropriately and gained full marks.

B Role Plays

Conversation in a pharmacy

Candidates used the appropriate register for Tasks 1 and 5 when talking to the pharmacy employee. In Task 2, where the candidates had to mention the symptoms of their illness, the vast majority responded appropriately, providing vocabulary such as *Έχω πονοκέφαλο/βήχα/πυρετό*. The same high-quality responses were observed in Tasks 3 and 4.

Enquiries about traditional dancing lessons

Again the appropriate register was used in Tasks 1 and 5 where candidates were addressing the dance teacher. In Task 2, where the candidate had to listen to the teacher and respond giving his/her experience of traditional dancing, the vast majority gave appropriate responses. This was also the case in Tasks 3 and 4. In Task 4 in particular, when the teacher/Examiner had mentioned a possible discount, most candidates reacted with pleasure using an appropriate register.

Asking to make a telephone call while staying at a friend's house

In Tasks 1 and 5 candidates used the appropriate register for talking to a friend. They responded to Tasks 2 and 3 using appropriate language. Finally in Task 4, where candidates had to show pleasure in his/her friend's response, they responded appropriately and gained full marks.

Test 2: Topic Presentation/Conversation

This section of the examination is intended to give candidates a confident start to the conversation sections by giving them the chance to prepare vocabulary and structures in advance. Generally, candidates chose topics appropriate to their level of linguistic ability and a wide range of topics were presented.

There were instances of teacher/Examiners using a limited range of questions which meant that candidates did not always have opportunities to display their linguistic ability and use different tenses. A small number of candidates did not give a Presentation. Teacher/Examiners are reminded that candidates are expected to prepare and present a topic, before they are asked questions about it. Presentations should last around 1½ to 2 minutes before the teacher/Examiner begins to ask questions about it.

There were a number of interesting presentations relevant to the candidates' age group and interests, for example, 'My best holidays', 'The importance of technology', 'Why health and diet are important', 'My hobby – dance', 'Teenage life'. Such topics enabled candidates to talk about their experiences, and express and justify their views and opinions. Likewise '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', 'The place where I live' or 'My future plans' also made for very interesting listening. The best performances were 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 that they are moving on to the General Conversation section. Also keeping to the time specified for each section of the test 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 should aim to cover two or three topics only in this section of the test, in order to explore each one 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. Teacher/Examiners should ask questions which enable candidates to expand upon information and use past and future tenses. Closed questioning techniques which elicit one word responses are best avoided in favour of questions such as: *γιατί προτιμάς...*, *εξήγησε μου πώς θα...*, *με ποιο τρόπο θα...* etc.

A range of interesting conversations were heard, on topics such as 'School life', 'Family relationships', 'The environment', 'Shopping and fashion' and 'Friends'.

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Paper 0543/04
Writing

Key messages

Candidates should address all the tasks in **Question 2** and **Question 3** and include as much relevant information as they can within the word limit, in order to be eligible for the full range of 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 responses which showed a good understanding of the requirements of each question. Weaker responses did not always address all of the tasks in **Questions 2** and **3**.

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. Accurate use of verbs included the correct use of 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 observed in these answers.

In weaker responses spelling was not of the same level as the other linguistic features. Some candidates needed to pay closer attention to the correct use of verbs, particularly with regard to spelling and accents.

Comments on specific questions

Section 1

Question 1 – List of 8 items to pack for a holiday

All candidates were able to produce at least five correct items. Most made use of the pictures accompanying the question and some thought of other items not included in the illustrations, such as *ρούχα, οδοντόκρεμα, παπούτσια, μαγιό, φορτιστή, αντηλιακό, πετσέτα*.

Question 2 – Write to a friend about the town you live in

The requirements of the question were quite well understood by candidates and most of them were able to address all four tasks. There were a range of interesting responses with appropriate tenses, i.e. present and future, and verbal moods, i.e. indicative and subjunctive.

The responses to the first task were mostly accurate. Most candidates mentioned places such as shopping malls, restaurants/café/bars, historical monuments or museums, athletic centres, and parks.

Responding to the second task most candidates wrote more than one sentence, with different verbs, to refer to their favourite place or activity in their town. Some even mentioned the calm atmosphere or the friendly people as the feature of their town that they liked the most.

Regarding the third task there were many interesting remarks, usually in contrast to what had been expressed in the previous task. Responses were mostly centred on the problems of heavy traffic, air pollution and dirty streets, or the issue of needing more bicycle lanes or creating more green areas in town.

Candidates then moved on to justify or expand on their initial statement. Very few candidates wrote that they would not change anything in their town and that they liked it the way it was.

Some combined the answer to the fourth task with that of the previous one. For example, most candidates wrote that they did love their town, despite the above mentioned problems, but that they had to or would probably leave their town in order to study or work abroad.

Some candidates lost marks for communication because they responded to some of the tasks by either writing only one piece of information for each task, or repeating the same verb in a task. Candidates should try to include more than one relevant detail for each task and write in complete sentences using a variety of suitable verbs.

Most candidates used a letter etiquette in this question. The majority of candidates achieved high marks for language. Some good responses in terms of communication, vocabulary and syntax did not score as highly for language because of lapses in grammar and spelling.

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 e mail to a friend about winning first prize in a painting competition about healthy life

Responses to the first task were divided into three categories regarding the motives for participating in the competition: some stressed the significance of healthy living; others expressed love for painting; the rest consisted of a combination of both.

Addressing the second task, most candidates said that they had attempted to contrast a healthy and an unhealthy way of life, or that they wanted to depict the two main elements of healthy living: physical exercise and eating properly. The best responses explained this in a very imaginative way, for example, *Ζωγράφισα δυο παιδάκια, το ένα που ήταν γεμάτο και άρρωστο, που κρατούσε έναν λουκουμά στο χέρι του. Το άλλο παιδί ήταν δυνατό και χαρούμενο και έτρωγε ένα μήλο.* A very few candidates did not achieve marks in this task because they gave vague or incomplete descriptions of their painting, e.g. *Ζωγράφισα κάτι που ήταν απλό που είχε και ένα μήνυμα. [...] όπως το να τρως σωστά και να αθλείσαι...*

In the third task 'happy', 'satisfied' or 'proud' were the words which most candidates used to express their feelings at having won the first prize. Most candidates noticed that the required time frame was the present and used the present tense.

In the fourth task most candidates replied that they were indeed leading a healthy life, and justified their statement by underlining either both or one of the main elements of healthy living: good diet (eating fruit and vegetables) and physical exercise. In most cases, the responses to this task reflected what candidates had chosen to point out in their imagined painting.

In the last task some candidates did not achieve marks for communication because they gave incomplete explanations. Almost all, though, used appropriate tenses.

Most candidates started and closed their emails with the typical parts of a letter. Some of them demonstrated the ability to construct coherent pieces of writing, using a variety of relevant vocabulary.

(b) An article for a school newspaper about the way that young people dress today

The majority of candidates who chose this question understood the requirements well and were awarded good marks for communication. Some wrote quite interesting articles in which they presented personal dressing preferences and experiences along with more general views about fashion, alternating successfully between past and present tenses.

In the first task, in which candidates were expected to use the past tense, some wrote about what they wear at school *every day*. More careful candidates noticed the past tense in the question and gave a suitable answer. Some responses contained a detailed description of the school uniform while others consisted of a

general statement, which was sufficient for marks to be awarded as long as the information was conveyed in the past tense.

In the second task candidates were asked to write what they prefer to wear in their free time. Almost all candidates were awarded full marks, as they used present tense to reply either generally, for example, (*Μου αρέσει να) φοράω άνετα ρούχα* or in more detail: *Φοράω φόρμες και αθλητικά παπούτσια*.

For the third task candidates had to use the past tense in order to refer to an occasion during which they ought to have been dressed up. Here again, as in the first task, quite a few candidates tended to talk generally using the present tense, instead of mentioning a specific occasion in the past. A detailed description of what candidates wore on that occasion was not needed, as long as there was a sentence in the past tense mentioning the occasion followed by either a phrase such as *ντύθηκα επίσημα / κομψά* or a statement about the whole experience. The most frequent occasions were a wedding, a christening, a birthday party, or just eating out in a good restaurant with family or friends.

The fourth and fifth tasks were successfully addressed by candidates in terms of the required present tense. Most candidates underlined continuous changes and various styles as characteristics of contemporary fashion. Regarding the way celebrities dress, most candidates thought that it is not a good example for youngsters, because they often wear very expensive or extreme clothes, which ordinary young people cannot afford or do not consider suitable.

(c) A narrative about working for the first time during the previous year's holidays

This was by far the most popular question in this section and it was answered very well by almost all those who chose it. Candidates were asked to write a story about their first job during last year's holidays, starting with a specific given sentence in the past tense. The vast majority of candidates said that they were employed as waiters in restaurants and cafeterias, usually located on a beach. Some candidates managed to present stories, probably based on their own experience, that were distinguished by a personal touch and good quality of language.

In the first task candidates had to explain why they had decided to start working during the holidays. Most candidates used the past tense to say that they wanted to save money for a purchase (usually a new mobile phone or a computer) or that they needed their own pocket money in order to go out with friends, to go on holiday to an island or to feel independent. Most candidates added as a second reason the fact that they were bored because they had nothing to do.

In the second task candidates had to explain what exactly they had to do at work every day. Most of them gave details of at least three tasks which gave an idea of their everyday work routine, using either the imperfect tense (*καθάριζα, έστρωννα τα τραπέζια, σέρβιρα*) or the equivalent phrase from the rubric (*έπρεπε να...*). A small number of candidates did not achieve marks for communication here, either because they used the wrong tense or because what they wrote was too short or too general to give a clear idea of their duties.

Addressing the third task of this question, most of the candidates who wrote that they had worked as waiters, considered the long hours at work and having to wake up early in the morning as the most difficult parts of their job.

Responding to the fourth task some candidates focused on the next one or two years but most of them perceived 'future' in the long term, so referred to their future job. Both choices were acceptable, as long as sentences were expressed with the future tense or phrases such as *σκοπεύω / σκέφτομαι / θέλω / θα ήθελα να....*

Almost all candidates justified their previous statement, as the fifth task required, writing a sensible explanation for their choice and so were able to score maximum marks for communication.