GREEK

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Paper 0543/01
Listening
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Key messages

Answers are marked on the basis of communication and comprehension. Full sentences are not required in responses.

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 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 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.

All sections of the paper were attempted by candidates and the rubrics were well understood.

In *Section 1* almost all candidates performed extremely well and gained full marks. In *Section 2* the majority of candidates gained full marks and only a few marks were lost by weaker candidates. In *Section 3*, many candidates performed well but there were questions which some candidates found challenging.

Comments on specific questions

Section 1

Exercise 1 Questions 1–8

The eight prompts were short and straightforward and almost all candidates scored full marks.

Exercise 2 Questions 9–15

The vast majority of candidates answered these questions correctly.

Section 2

Exercise 1 Question 16

Candidates heard four young people talking about television. The majority of candidates performed well although there were some incorrect responses from a small number of candidates.

Exercise 2

Part 1: Questions 17–21

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

The majority of candidates did well in this section but a few were not awarded full marks because of incorrect answers.

In **Question 17**, which required a noun (*χωριό*), almost all candidates gave a variety of phonetically correct responses (e.g. *χοριο, χοργιο*) and gained the mark but a few provided answers such as *γαρο* which could not be credited.

Question 18, which also required a noun (*κατανόηση*), was successfully answered by the majority of candidates. A similar number of candidates answered **Question 19** correctly by providing the verb (*φοβάται*) that was required.

Question 20 proved more challenging for some candidates who provided an incorrect adjective regarding the kind of family Laura lived with (*αγροτικής*).

Finally **Question 21**, which required a verb (*έμαθε*) as an answer, was generally answered correctly by most candidates.

Part 2: Questions 22–25

In the second part of this exercise, candidates heard the rest of the interview with Laura and were required to give short written responses in Greek to the questions. Some of the questions could be answered briefly without using a verb.

Question 22 was answered correctly by many candidates as it required understanding of core vocabulary items. Candidates were able to provide a correct phrase (*τάιζε τα ζώα* or *πότιζε τα λαχανικά*) and gain the mark. Some marks were lost because of incomprehensible spellings of the verb *τάιζε*.

Questions 23, **24** and **25** were answered correctly by most candidates.

Section 3

Exercise 1 Questions 26–31

Candidates coped well with this multiple-choice exercise and the majority were able to gain high marks with even the weaker candidates managing to gain some marks. For this exercise 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 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 a young photographer who was talking about his career. The majority of candidates performed very well although they found **Questions 28** and **31** challenging. **Question 28** required understanding of the reason why Dionisis was looking for a second chance in his life and the concept heard was *ήθελα να τα καταφέρω αυτή τη φορά*. A small majority of candidates selected the correct answer. There were more correct answers to **Question 31** and many candidates were able to distinguish between *σε τόπους που βρίσκονται μακριά* and *σε τόπους που ζει πολύς κόσμος*.

Exercise 2 Questions 32–40

This final exercise was intended to be the most demanding on the paper. Candidates heard an interview with Mrs Vasiliki, a restaurant owner in Athens, who recently was awarded the first prize in a TV cooking competition.

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 in order to ensure the answer made sense.

Questions 32, **34** and **35** were very well answered by the vast majority of candidates. There were some inaccurate spellings in some responses but the concepts were generally clear and the marks could be awarded.

Question 33 proved to be the most challenging, particularly for weaker candidates.

In **Question 36** examiners were looking for phrases such as *αγαπούσε αυτό που έκανε* or *δε φοβόταν την κούραση*. This question was generally answered well. Incorrect responses containing only a small part of the answer (e.g. *κούραση*) did not demonstrate full understanding.

Candidates found **Question 37**, in which they had to convey the idea of traditional food, a little bit more challenging. In some cases marks were lost because of incorrect spellings (e.g. *παρουσιακό φαγητό*).

Questions 38 and **39** were answered correctly by most candidates. Some candidates provided incorrect spellings of what they heard, which showed a lack of familiarity with the core vocabulary for this syllabus.

Question 40 was answered successfully by many candidates; incorrect responses were unable to distinguish between *σχολή* and *σχολείο*.

GREEK

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Paper 0543/02
Reading
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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 required. 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 demonstrated 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 achieved full marks in *Sections 1* and *2* and were able to identify the correct information in *Section 3*. Candidates must ensure that they follow carefully the rubric in *Section 3*, **Exercise 1**.

In *Section 3*, **Exercise 2**, some candidates did not write sufficient detail in their response to score the mark. A few candidates wrote too much information, repeating the language of the question when a brief response would have sufficed.

Comments on specific questions

Section 1

Exercise 1

Questions 1–5

This exercise was handled well by most candidates who showed a secure knowledge of the core vocabulary. A small number of candidates were not familiar with the words *ΙΠΠΑΣΙΑ* and *οδήγηση* in **Questions 1** and **2**.

Exercise 2

Questions 6–10

The vocabulary in this exercise caused no difficulty and the majority of candidates scored full marks.

Exercise 3

Questions 11–15

The majority of candidates scored full marks in this exercise. A very small number of candidates did not read for detail in **Question 12**, missing the word *περπατώντας* and confusing *ποδήλατο* for *πόδια*. In **Questions 13** and **14**, a very small number of candidates did not pay sufficient attention to the time phrases and were unable to locate the correct activities.

Section 2

Exercise 1

Questions 16–20

This exercise was handled well by the majority of candidates. It is important to follow the rubric and to use only the words offered in the table. A small number of candidates filled in the blanks using words of their own. To score full marks in this exercise, candidates must pay careful attention to the grammatical accuracy of the sentences they have created with their chosen word. A small number of candidates selected a word which did not fit grammatically into the sentence.

Question 16 was answered correctly by most candidates. In **Question 17**, some candidates lifted the word *καλοκαίρι* from the text without reading the meaning of the sentence and therefore were unable to score the mark. In **Question 18**, some candidates did not understand the phrase *σε καλύτερη τιμή*. Most candidates answered **Question 19** correctly. A very small number of candidates chose the option *φτηνά* for this question which, although grammatically correct and reflecting the meaning of the previous question, demonstrated a lack of understanding of the exercise as a whole. A number of candidates were not able to link the meaning of the synonyms *ελεύθερη* and *δωρεάν* in **Question 20**.

Exercise 2

Questions 21–28

In this exercise, whilst it is not necessary always to include a verb in a response, it is necessary to include sufficient information to score the mark. In **Question 21**, candidates were required to mention a toy shop to score the mark. In **Question 22**, candidates who simply mentioned that Myrto worked with toys did not score the mark. Some mention of her being responsible for new toys was necessary. **Question 23** was answered correctly by most candidates. **Question 24** required some detail to score the mark. Candidates needed to mention children enjoying the toys. A number of candidates did not mention toys at all in their response and therefore could not be awarded the mark. It was also necessary to note that the question asked for the thing which she most enjoyed. A small number of candidates chose to mention having fun with the other girls which was incorrect. **Questions 25** and **27** required two responses. Candidates are reminded to write one response on one line and the second on a separate line. In **Question 25**, candidates were required to mention the length of the day. It was not sufficient to answer just *το ωράριο*. **Question 26** did not cause any problems. **Questions 27** and **28** were handled well by most candidates.

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 are required to write a justification for each false statement and ensure that they have also ticked the 'False' 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 **Question 30** it was necessary to mention that the couple had read information on a range of subjects about the country. In **Question 31** candidates were required to mention that the couple bought an old house in the historic quarter. **Questions 32** and **33** were answered correctly by most candidates.

Exercise 2

Questions 34–38

In **Question 34**, candidates were required to mention the organisation of a film festival. The answer *φεστιβάλ* on its own was not sufficient. Candidates are reminded to read the question carefully. In **Question 35** a number of candidates did not respond with the thing which guests most enjoyed. To score the mark, it was necessary to mention the outdoor screen. To score the mark in **Question 36**, candidates needed to specify new technology and new ideas. **Question 37** was handled well by most candidates. It was necessary to mention cartoons; 'films for children' was not accepted. In **Question 38**, a number of candidates did not read the question carefully. It was necessary to give an answer to the question *γιατί*. To state, as some candidates did, that Nikolas liked Sarajevo did not answer the question.

GREEK

Paper 0543/03
Speaking

Key messages

Teacher/examiners are reminded that for candidates to do well in this paper they must complete three different tests:

- **Test 1 (Role Plays)** should last about 5 minutes during which candidates need to complete two role plays from a single Role Play Card. The first candidate should be given one card and placed in another room for 15 minutes to prepare the two situations. After this time the first candidate is called in to start the examination while a different card is given to the second candidate to prepare while the first candidate is being examined. For these tests it is important to address all the tasks of each role play exactly as they are set in the scenario. The teacher/examiner should ensure that candidates have the opportunity of returning to complete omitted tasks.

- **Test 2 (Topic Presentation/Conversation)** should last another 5 minutes. Candidates need to prepare a 1 to 2-minute presentation in advance of the examination. After they have given their presentation, the teacher/examiner must ask questions on the chosen topic. It is important that the teacher/examiner includes questions that enable candidates to convey past and future meaning.

- **Test 3 (General Conversation)** should last about 5 minutes and cover two or three of the topics listed in the syllabus. Again, it is important that the teacher/examiner includes questions that enable candidates to show their ability to convey past and future meaning.

General comments

This year the overall conduct of the Speaking examination by centres was of a good standard, with only a small number of instances where times were not adhered to.

Candidates demonstrated high levels of communication skills and teacher/examiners were generally aware of how to elicit the best performance from their candidates. There were instances, however, where the threefold nature of the Speaking examination was difficult to distinguish as Test 2 (Topic Conversation) and Test 3 (General Conversation) were presented as one test. This makes the process of moderating the marks more difficult as it is not clear how the marks have been allocated to each one of these tests. Announcing the end of the Topic Conversation and the beginning of the General Conversation is an important part of the examination process and will also help candidates.

Teacher/examiners are reminded that it is important to give each candidate 15 minutes to prepare the role plays to avoid candidates losing marks because of rushed or unprepared dialogues.

Administration

This year the vast majority of documentation received from centres was error-free with just a small number of instances where marks were added up or transcribed incorrectly.

Quality of recordings

The quality of recording was good this year. However, teacher/examiners are reminded that each candidate's examination should be in one file/recording. After announcing the candidate's details teacher/examiners should continue with the conduct of the Speaking examination without stopping the recording and without splitting the parts of the examination into different files.

Duration of tests

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

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 was observed and some adjustments were necessary.

Comments on specific parts

Test 1

A Role Plays

Candidates performed very well and many were awarded full marks for this part of the Speaking test. However, teacher/examiners are reminded to encourage candidates to attempt all parts of each task. Marks can only be awarded for completion of tasks set by Cambridge International 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.

Buying food at the market

Candidates coped very well with this role play and the vast majority used the appropriate register in Tasks 1 and 5 for talking to a market sales person, for example using the plural in pronouns: *Καλημέρα σας* or *Σας ευχαριστώ πολύ*. In Task 5, where candidates, were making an inquiry about the price of the fruit they bought or about another shop in the area, most were able to use the appropriate plural form of the verb: *Μπορείτε να μου πείτε πόσο κάνουν;* or *Μπορείτε να μου πείτε αν υπάρχει κάποιος φούρνος εδώ κοντά;* There were some natural exchanges in Tasks 2, 3 and 4.

Booking a room in a hotel

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 hotel employee, for example using the plural in pronouns and verbs: *Γεια σας* or *Μπορείτε να μου πείτε αν δέχεστε πιστωτική;* Many natural exchanges were heard in answers to Tasks 2 and 3, but in Task 4 there were a number of inappropriate responses and some marks were lost. In the question 'Would you like to book a meal at the hotel?' candidates replied by giving a specific dish (*μακαρόνια*, *κοτόπουλο* etc.) rather than specifying a meal they would like to eat at the hotel (*βραδινό* or *μεσημεριανό*).

Helping a friend to prepare a celebration

Candidates used the appropriate register in Tasks 1 and 5 for talking to a friend. In Tasks 2, 3 and 4, where candidates had to mention the kind of music they could bring, the dish they could cook and the time they can go to their friend's house, the vast majority responded appropriately and gained full marks.

B Role Plays

Buying tickets at the bus station

As before, candidates used the appropriate register for Tasks 1 and 5 when talking to the bus station employee, e.g. *Γεια σας…* or *Μπορείτε να μου πείτε…* In Task 2, where candidates had to mention the day they wanted to travel, the vast majority responded appropriately providing vocabulary such as *Αύριο* or *Την Πέμπτη* and gained full marks. The same high-quality responses were observed in Tasks 4 and 5, while in Task 3, where candidates had to reply showing their disappointment, only a small number of appropriate responses were heard, such as *Αχ! Τι κρίμα! Αυτό δεν είναι καθόλου βολικό!* or *Πω πω! Τώρα πρέπει να αλλάξουμε όλα τα σχέδια μας!*

Making arrangements to work on a campsite

Again, the appropriate register was used in Tasks 1 and 5 when candidates were addressing the campsite employee. In Task 2, where candidates had to listen to the teacher/examiner and respond by giving the day of arrival, the vast majority gave appropriate responses and gained full marks. This was also the case in Tasks 4 and 5. In Task 3, where candidates had to reply showing their disappointment and their feelings for having to share a room with another employee, only a small number of appropriate responses were heard. For example, *Αχ! Λυπάμαι, αλλά δεν μπορώ να μένω στο ίδιο δωμάτιο με κάποιον άλλον!* or *Πω πω! Αυτό είναι αδύνατον! Δεν μπορώ να μοιραστώ το δωμάτιό μου με άλλο άτομο.*

Making enquiries after losing a bag at a shopping centre

In Tasks 1 and 5 candidates used the appropriate register for talking to the person in charge at the shopping centre. In Tasks 2 and 3 candidates responded using appropriate language and many gained full marks. This was also the case in Task 4, where the candidates had to react showing pleasure after hearing the good news that their bag was found.

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. There were instances where a limited range of questions used by the teacher/examiner meant that candidates did not always have opportunities to demonstrate their ability to handle the language and use different tenses in their responses.

There were a number of interesting presentations on topics relevant to the candidates' age group and interests, for example: 'My hobby, photography', 'Rugby, my favourite sport', 'Life in the towns and villages of my country', 'The value of the Mediterranean diet', 'The island where I was born' etc. Such topics enable candidates to talk about their experiences, and express and justify their views and opinions. Likewise 'Travel and holidays' proved to be a rich source where a natural and spontaneous conversation took place after the initial presentation of the topic. Finally topics such as 'My future plans' or 'Why studies are important' made for very interesting listening. The best performances were in tests 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 the examination is moving on to the General Conversation. Also, keeping to the time specified for each part 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 only two or three topics in this section of the test, in order to explore these in greater depth. The topics should be different for different candidates and should be chosen by the teacher/examiner so as not to overlap with the Topic Presentation/Conversation. Also teacher/examiners should remember to ask questions which enable candidates to expand upon information and use past and future tenses. Closed questioning techniques which elicit 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 'Friendships', 'Free time activities', 'The environment', 'School life' etc. Overall, the standard of the discussions was high.

GREEK

Key messages

In **Question 2** and **Question 3**:

- Candidates should address **all** the tasks in order to ensure that they have access to the full range of marks for Communication.

- Candidates should include as much relevant information as they can within the word limit.

- 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 high-quality responses addressing all the tasks of **Questions 2** and **3** within the word limit. Answers demonstrated good understanding of the tasks.

In **Questions 2** and **3** weaker responses did not always address all of the tasks or they tended to be too brief to gain full marks for communication.

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.

Weaker responses did not address all parts of each task and there were errors in the use of verbs, particularly spelling and accents.

Comments on specific questions

Section 1

Question 1 – List of 8 items to buy for a bedroom

Almost all candidates were able to produce at least five correct items and were awarded five marks. Most of them made good use of the illustrations accompanying the question; good responses included vocabulary such as *υπολογιστής*, *τηλεόραση*, *ραδιόφωνο*, *κουρτίνες*, *καρέκλα*. A number of responses listed items not included in the illustrations, for example, *κομοδίνο*, *μαξιλάρια*, *παπλώματα*, *φυτά*. Examiners accepted any item which might be found in a bedroom.

Question 2 – Write to a friend about school trips

The rubric was well understood by candidates. Most of them were able to address all five tasks given in the three bullet points, and presented interesting and informative good-quality responses.

A few marks were lost in cases where candidates addressed only one of the two tasks within a bullet point. Most responses used appropriate tenses, i.e. present and future and verbal moods, and a variety of lexical items.

The first bullet point contained two tasks. The responses to the first task were generally of good quality. Most candidates mentioned places they visit with their school such as museums, ancient monuments, mountains, islands, forests, parks and cities abroad such as London and Paris. Responding to the second task regarding how they travel, good responses mentioned more than one means of transport depending on their destination, such as coaches, boats or aeroplanes, thereby gaining full marks for Communication.

Responding to the second bullet point, which contained one task about what they like most on their school trips, most candidates were able to give more than one detail. Many responses included answers like *πιο πολύ μου αρέσει που διασκεδάζω με τους συμμαθητές μου* or *που τραγουδάμε στο λεωφορείο* or *που μαθαίνουμε καινούρια πράγματα*. Most answers made use of different verbs to refer to their favourite activities on the trips they take.

The third bullet point, also containing two tasks, was again well understood by most candidates who wrote interesting remarks about a more ambitious trip in the future, often connected to subjects and projects being studied at school, and they all expressed how much they are looking forward to it. Responding to the second task about the activities they are going to do during this trip most candidates wrote about specific visits to galleries or Second World War museums and monuments, or mentioned particular old towns where they are going to study the architecture and see theatrical performances. In a small number of responses the accounts mentioned only one piece of information, or they repeated the same verb in a task, which restricted the marks which could be awarded for Communication.

Candidates should try to include more than one relevant detail for each task and write in complete sentences using a variety of appropriate verbs.

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 of common nouns and verbs.

Section 2

Question 3

For this question there were three different topics from which the candidate had to choose one.

(a)   Birthday celebration

This was the most popular question and over half of candidates chose to answer it. Most of them were able to address all the tasks within the word limit. The rubric was well understood by all candidates and most of them were able to present interesting and informative high-quality responses.

Responding to the first task, explaining how they used the money sent to them by a relative for their birthday, many good responses contained the appropriate information in the correct past tense. For example, *πήγα με τη μητέρα μου στο εμπορικό κέντρο και αγόρασα ένα ωραίο φόρεμα*. Many candidates wrote more than one detail about this task and gained full marks: *με τα μισά χρήματα έβγαλα έξω τους φίλους μου για φαγητό **και** με τα υπόλοιπα αγόρασα ένα ζευγάρι αθλητικά παπούτσια*. A small number of candidates wrote that they hadn't spent the money yet and they were going to buy something next week. This resulted in some marks not being awarded as they made use of the future tense instead of the past tense which was required by the task.

Replying to the second task about whether or not they liked their birthday celebration and why, many excellent responses contained detailed explanations in the appropriate past tense. For example, *μου άρεσε η γιορτή μου επειδή ήρθαν όλοι οι συμμαθητές και οι συγγενείς μου και επειδή η μητέρα μου έφτιαξε μια καταπληκτική τούρτα* or *δεν μου άρεσε καθόλου γιατί μείναμε στο σπίτι και δεν είχαμε πολλά πράγματα να κάνουμε* or *δεν μπορούσαμε να έχουμε δυνατή μουσική, επειδή η αδερφή μου είχε εξετάσεις*.

Responding to the third and fourth tasks about whether they prefer celebrating their birthday at home or going out somewhere, and the reasons for their choice, most responses contained

detailed arguments in the appropriate present tense and gained all the marks. Examples included *προτιμώ να γιορτάζω στο σπίτι γιατί μπορώ να κολυμπήσω στην πισίνα με τους φίλους μου* or *νομίζω πως είναι καλύτερα να γιορτάζω κάπου έξω επειδή το σπίτι μου είναι μικρό και δεν υπάρχει χώρος για πολλά άτομα* or *προτιμώ σε ένα εστιατόριο επειδή τα φαγητά είναι καλύτερα και δεν χρειάζεται να καθαρίσω το σπίτι την άλλη μέρα*. Most candidates gave interesting views and detailed explanations for their preferences, while others needed to include more than one reason or explanation in responding to this task in order to gain more marks.

Most candidates were able to score quite highly for Communication for fairly simple statements, employing appropriate tenses and handling irregular verbs correctly.

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 the quality of the grammar and spelling.

3(b)   Young people and the internet

This question was the second most popular. The vast majority of those who chose it achieved high marks for Communication as they had plenty to say about how much time they spent last week on the internet, what exactly they did, their views about the internet and what the next week would be like if they couldn't use the internet at all and why.

Dealing with the first task most candidates gave an account of how many hours they spend per day and per week on the internet, concluding in the end that they think they spend too much time using it. Responding to the second task of this bullet point most candidates mentioned activities like watching videos and movies, or playing games, or looking at pictures on Instagram or talking to friends. Most of them admitted in the end that they were actually wasting their time without doing anything important. The vast majority of candidates constructed excellent responses in the appropriate past tense gaining all the marks for these tasks.

Responding to the third and fourth tasks asking for their views about the internet and why, many responses contained detailed explanations in the appropriate present tense and gained all the marks. The best responses focused on the positive impact of the internet on their everyday lives such as the ability to find information quickly, to talk easily to friends and family, to entertain themselves with music and movies. They also gave informative accounts of the dangerous side of the internet if not used carefully like the risks of talking to dangerous people, wasting time on meaningless activities, the lack of exercise and the risk of obesity, and finally the lack of other interests. Others focused on the idea that young people should try and disconnect themselves from the internet as much as they can because using it all the time can deprive them of having quality in their life and real experiences.

Replying to the fifth task about what the next week would be like without using the internet at all most responses again were very imaginative and contained detailed explanations in the appropriate future tense. Many candidates liked the idea of freeing themselves from mobile phones and computers and trying new things, or things they haven't done for a long time, such as going to the library and reading books, composing music, going ice skating for the first time, or helping more at home. For example, *δε θυμάμαι πότε ήταν η τελευταία φορά που πήγα στη βιβλιοθήκη και δανείστηκα ένα βιβλίο. Θα περάσω λοιπόν τις ελεύθερες ώρες μου στο σπίτι διαβάζοντας βιβλία που μου αρέσουν* or *ευκαιρία να δώσω ένα χέρι στη μαμά μου να μαγειρέψει και να τακτοποιήσει το σπίτι. Πάντα παραπονιέται ότι δεν ενδιαφέρομαι για τίποτα μέσα στο σπίτι, ευκαιρία λοιπόν να της κάνω έκπληξη* or *θα ξαναπιάσω την κιθάρα μου και θα προσπαθήσω να ετοιμάσω τραγούδια για να τα παίξω το καλοκαίρι με τους φίλους μου στην παραλία*.

(c)   Taking part in a theatrical group

Although this question was the least popular, many candidates who attempted it gained full or high marks for Communication. The rubric was well understood and they were able to present imaginative and interesting responses of high quality, addressing all three bullet points appropriately.

This question's open-ended nature enabled candidates to show off the best of their abilities. All answers contained more complex structures in describing the activity they liked most in the group and their feelings at the end of the first time they participated in this group.

In dealing with the two parts of the first task about how they felt at the end of the first time they took part in this group and why, most candidates were very inventive and imaginative in writing their descriptions from the moment they went there to the end of that session and gave detailed accounts of their emotions, thoughts and opinions of the experience, using the appropriate past tense. In the second part of this task all responses expressed the idea that, while they felt frightened and very shy at the beginning, it all changed at the end, because everyone was friendly and the teacher gave them creative activities to do, which allowed them to have a lot of fun and connect with each other.

Most descriptions and explanations were well constructed and presented using rich vocabulary and structures such as *έπρεπε να δουλέψουμε σε ομάδες και να σκεφτούμε σκηνές όπου να εκφράζουμε τρόμο, φόβο, έκπληξη, ενθουσιασμό. Μετά έπρεπε να τις παίξουμε μπροστά στις άλλες ομάδες* or *οι γονείς μου με έγραψαν στην ομάδα επειδή είμαι πολύ ντροπαλός και φοβάμαι να βγαίνω έξω και να κάνω παρέα με άλλα παιδιά. Τώρα έκανα μερικούς καλούς φίλους και βγαίνουμε συχνά έξω. Είμαι πολύ χαρούμενος!*

Replying to the two parts of the second task about which was their favourite activity and why, they all described their favourite interesting and creative activities which gave them a lot of fun: *έπρεπε να γράψουμε και να παίξουμε μια δική μας μικρή ιστορία* or *παίξαμε ένα παιχνίδι όπου τα αγόρια έπρεπε να κάνουμε ότι είμαστε κορίτσια και τα κορίτσια έπρεπε να κάνουν ότι είναι αγόρια. Είχε πολύ γέλιο!*

Candidates were able to display originality and innovation constructing appropriate structures with rich and varied vocabulary and were rewarded accordingly for language. Such stories in their simplest versions were within the compass of average to strong candidates who were able to handle past tenses effectively and accurately.

Responding to the third task about how this experience will be useful to them in the future, almost all candidates used the appropriate future tense. Most expressed the idea that they are thinking of becoming actors after they finish school. Others explained that they will continue doing it in their free time in the future as it helps them to relax and get away from their problems and have fun.