



# Cambridge IGCSE®

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**GREEK**

**0543/04**

Paper 4 Writing

**For examination from 2020**

MARK SCHEME

Maximum Mark: 50

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**Specimen**

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This document consists of **20** printed pages.

**1 General Marking Principles****1.1 Crossing out:**

- If a candidate changes his/her mind over an answer and crosses out an attempt, award a mark if the final attempt is correct.
- If a candidate crosses out an answer to a whole question but makes no second attempt at it, mark the crossed out work.

**1.2 For Questions 2 and 3, if the candidate has written an answer in the space provided for that purpose, you should ignore anything written anywhere else, unless:**

- there is an indication from the candidate that other material should be considered
- the candidate has continued their answer outside the space provided
- there is no answer in the space provided.

**1.3 Annotation used in the Mark Scheme:**

- tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
- BOD = benefit of the doubt and is used to indicate that the Examiner has considered the answer/that part of the answer and judged it to be more correct than incorrect: the benefit of the doubt is given to the candidate and the mark is awarded

**1.4 No response and '0' marks****Award NR (No Response):**

- If there is nothing written at all in the answer space or
- If there is only a comment which does not in any way relate to the question being asked (e.g. 'can't do' or 'don't know') or
- If there is only a mark which isn't an attempt at the question (e.g. a dash, a question mark).

**Award 0:**

- If there is any attempt that earns no credit. This could, for example, include the candidate copying all or some of the question, or any working that does not earn any marks, whether crossed out or not.

**1.5 Optional questions:** you must mark all questions attempted by the candidate. Where a question has not been attempted then a NR must be entered. (For Question 3 only, after marking the question(s) the candidate has answered, NR is populated automatically when you click on 'Complete'.) Where the candidate attempts more than one of the alternatives in Question 3, only the candidate's best result will be aggregated.

**2 Detailed Mark Scheme**

Question	Answer	Marks
<b>Question 1</b>	<p>Candidates are required to list 8 items in Greek. Read all of the items that the candidate has listed and award marks as follows:</p> <p>(i) Select the most correct items up to a maximum of 5. Award 1 mark for each correct item up to a maximum of 5. Stop ticking once 5 items have been rewarded.</p> <p>(ii) On Question 1, award marks for items wherever the candidate has written them.</p> <p>(iii) <b>If the candidate offers more than one word per line, award a mark for each acceptable item.</b></p> <p>(iv) The pictures provided on the question paper are only suggestions.</p> <p>(v) Mark for communication. Tolerate inaccuracies, provided the message is clear. Ignore any definite / indefinite article, possessive adjective, etc. Ignore any verbs.</p> <p>(vi) If spelling is questionable, start by referring to the detailed mark scheme. Refer to the bullet points below if no decision on the spelling you have encountered is recorded there.</p> <ul style="list-style-type: none"> <li>• 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer?</li> <li>• Look-alike test: does what the candidate has written look like the correct answer e.g. one letter missing but no other word created.</li> <li>• If the first part of the word is correct, small errors in what comes next are less likely to impede communication (unless they suggest another meaning).</li> <li>• Where letters are transposed, the word is likely to communicate (unless another word has been created).</li> </ul> <p>(vii) Once marking proper starts, if there are five clearly acceptable items, award marks wherever these are in the list. This approach may allow questionable versions to be ignored.</p> <p>(viii) Refuse all nouns which are repeated and which do not have a separate meaning.</p> <p>(ix) Reject misspelt words which suggest a word with a quite different meaning. Where nouns are usually plural, accept the singular and vice versa.</p>	

Question	Answer	Marks																																
1	<p data-bbox="196 674 229 1935"><b>Κατεβαίνεις στην πόλη. Πού θα πας; Κάνε μια λίστα στα ελληνικά με τα 8 μέρη που θα πας.</b></p> <table border="1" data-bbox="264 297 1098 1935"> <tr><td>αγορά</td><td>λέσχη</td></tr> <tr><td>βιβλιοθήκη</td><td>λίμνη</td></tr> <tr><td>γήπεδο</td><td>μητρόπολη</td></tr> <tr><td>γκαραζ</td><td>μουσείο</td></tr> <tr><td>γραφείο πληροφοριών</td><td>νοσοκομείο</td></tr> <tr><td>γυμναστήριο</td><td>ξενοδοχείο</td></tr> <tr><td>εκκλησία</td><td>παραλία</td></tr> <tr><td>εστιατόριο</td><td>πάρκο</td></tr> <tr><td>ζαχαροπλαστείο</td><td>πισίνα</td></tr> <tr><td>ζωολογικός κήπος</td><td>πλατεία</td></tr> <tr><td>κάστρο</td><td>ταχυδρομείο</td></tr> <tr><td>καταστήματα</td><td>τράπεζα</td></tr> <tr><td>καφενείο, καφετέρια</td><td>στάδιο</td></tr> <tr><td>κέντρο (αθλητικό/εμπορικό)</td><td>σταθμός (λεωφορείου/τρένου)</td></tr> <tr><td>κέντρο πόλης</td><td>σχολείο</td></tr> <tr><td>κινηματογράφο</td><td>φαρμακείο</td></tr> </table>	αγορά	λέσχη	βιβλιοθήκη	λίμνη	γήπεδο	μητρόπολη	γκαραζ	μουσείο	γραφείο πληροφοριών	νοσοκομείο	γυμναστήριο	ξενοδοχείο	εκκλησία	παραλία	εστιατόριο	πάρκο	ζαχαροπλαστείο	πισίνα	ζωολογικός κήπος	πλατεία	κάστρο	ταχυδρομείο	καταστήματα	τράπεζα	καφενείο, καφετέρια	στάδιο	κέντρο (αθλητικό/εμπορικό)	σταθμός (λεωφορείου/τρένου)	κέντρο πόλης	σχολείο	κινηματογράφο	φαρμακείο	5
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<b>Total for Question 1: 5 marks</b>																																		

Question	Answer	Marks
<b>Question 2</b>	<p>Candidates are required to answer the question. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"><li>• <b>Communication: award a mark out of 10, according to the instructions in 2.1.</b></li><li>• <b>Language: award a mark out of 5, according to the instructions in 2.2.</b></li></ul>	

Question	Answer	Marks
2	Δουλεύεις για λίγο καιρό σε μια καφετέρια για να βγάλεις λίγο χαρτζιλίκι. Γράψε στον φίλο/στη φίλη σου.	15
<p><b>2.1: Award a mark out of 10 for Communication</b></p> <p>(i) Place the appropriate 'numbered' tick as close as possible to each relevant communication point in the body of the answer.</p> <p>(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the 4 tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> <li>• <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9.</li> <li>• <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on).</li> </ul> <p>(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p>(iv) For COMMUNICATION</p> <ul style="list-style-type: none"> <li>• <b>Look for a verb (finite or infinitive) before awarding a mark.</b> Lists without a verb will not score.</li> <li>• <b>For language other than verbs, use 'rules' in Question 1:</b> look alike, sound alike, etc.</li> <li>• <b>Misplaced adjectives, negatives and adverbs will not usually compromise communication.</b></li> </ul> <p>(v) <u>LISTS</u> = a maximum of 3 marks for communication: lists of 1–3 items = 1 mark; lists of 4 items = 2 marks; lists of 5–6 items = 3 marks</p> <ul style="list-style-type: none"> <li>• δουλεύω μόνο τα σαββατοκύριακα από τις 11 το πρωί μέχρι τις 5 το απόγευμα = 1 mark (1 verb = a list of 3).</li> <li>• <u>δουλεύω</u> μόνο τα σαββατοκύριακα (1), <u>βοηθώ</u> στην κουζίνα (1), <u>σεββίρω</u> τους πελάτες (1) = 3 marks (3 verbs).</li> </ul> <p>(vi) Only reward each piece of information once e.g. «είναι υπέροχη δουλειά» cannot score both as description and reason for liking («είναι υπέροχη» and «η ατμόσφαιρα είναι υπέροχη» can both be rewarded).</p> <p>(vii) Do not penalise factual errors.</p> <p>(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</p>		

Question	Answer		Marks
	Tick	Accept	
	✓1	<p>Ποιες ώρες δουλεύεις εκεί και τι ακριβώς κάνεις;            αριθμός ωρών = 1 mark; ποιες ώρες = 1 mark. As long as either given, consider task complete            τι ακριβώς κάνεις = 1 mark</p> <p><b>REWARD:</b> any form of description: e.g. <b>any verb with noun describing an activity of this job</b> – <i>κάνω καφέδες, πλένω τα πιάτρα, σερβίρω ποτά, καθαρίζω το πάτωμα</i>, etc. If the described activities are completely unrelated to a cafeteria, do not award a mark.</p>	
	✓2	<p>Τι γνώμη έχεις γι' αυτή τη δουλειά;            γνώμη = 1 mark</p> <p><b>REWARD:</b> any form of description or comment about this job: e.g. <b>any adjective describing the job</b> – <i>είναι υπέροχη/κουραστική/ανιαρή/ευχάριστη</i>, etc. or any comment about liking or disliking this job – <i>μου αρέσει/δεν μου αρέσει, θέλω να φύγω, την απολαμβάνω</i>, etc. As long as either given, consider task complete.</p>	
	✓3	<p>Τι δουλειά θα κάνεις στο μέλλον και γιατί;            profession = 1 mark            reason why = 1 mark</p> <p><b>ACCEPT:</b> any profession – <i>γιατρός/καθηγητής/ποδοσφαιριστής</i>, etc.  <b>ACCEPT:</b> any reason why/why not – <i>έχει καλό μισθό, μου αρέσει να βοηθώ, είμαι καλός σε αυτό</i>, etc.</p>	

Question	Answer	Marks												
<b>2.2: Award a mark out of 5 for Language</b>	Award a mark out of 5 for Language*, according to the Grade descriptors in the table below (see <i>Note on using mark schemes with grade descriptors</i> (last page of mark scheme)).													
<b>Grade descriptors for Language (Question 2)</b>	<table border="1"> <tbody> <tr> <td data-bbox="448 2018 480 2103">5</td> <td data-bbox="448 199 592 2018">Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.</td> </tr> <tr> <td data-bbox="608 2018 639 2103">4</td> <td data-bbox="608 199 719 2018">Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.</td> </tr> <tr> <td data-bbox="735 2018 767 2103">3</td> <td data-bbox="735 199 839 2018">Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.</td> </tr> <tr> <td data-bbox="855 2018 887 2103">2</td> <td data-bbox="855 199 887 2018">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="903 2018 935 2103">1</td> <td data-bbox="903 199 935 2018">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="951 2018 983 2103">0</td> <td data-bbox="951 199 983 2018">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table>	5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.	4	Basic vocabulary and structure. Some awareness of verb usage, but inconsistent. The writing is sufficiently accurate for meaning to be conveyed.	3	Very basic vocabulary and structure. Little awareness of verb usage (e.g. infinitives regularly used instead of finite verbs). Despite regular errors, the writing often conveys some meaning.	2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.	1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.	0	One or two disjointed words or short phrases may be recognisable.	
5	Straightforward vocabulary and structure. The style of writing is basic, but reasonably coherent. Use of a limited range of verbs, generally successful. More accuracy than inaccuracy.													
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2	A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.													
1	Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.													
0	One or two disjointed words or short phrases may be recognisable.													
*Consider the whole answer when awarding mark for language	<p><b>Total for Communication: 10 marks</b>  <b>Total for Language: 5 marks</b>  <b>Total for Question 2: 15 marks</b></p>													



Question	Answer	Marks						
<b>Question 3</b>	<p>Candidates answer 1 question from a choice of 3. Read the whole answer and award marks as follows:</p> <ul style="list-style-type: none"> <li>• <b>Communication:</b> award a mark out of 10, according to the instructions in 3.1</li> <li>• <b>Language:</b> award a mark out of 8 for Verbs, according to the instructions in 3.2 award a mark out of 12 for Other linguistic features, according to the instructions in 3.3.</li> </ul> <p><b>For question-specific guidance, see later in this mark scheme.</b></p> <p><b>3.1: Award a mark out of 10 for Communication</b></p> <p>(i) There are 5 relevant communication points per question, each worth a maximum of 2 marks.</p> <p>(ii) For each relevant communication point, use the appropriate numbered tick and place up to 2 of these ticks as close as possible to each relevant communication point (in the body of the answer).</p> <table border="1" data-bbox="756 194 911 2103"> <tbody> <tr> <td data-bbox="756 1960 804 2103"><b>2 ticks</b></td> <td data-bbox="756 297 804 1960">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="804 1960 852 2103"><b>1 tick</b></td> <td data-bbox="804 297 852 1960">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="852 1960 900 2103"><b>0 ticks</b></td> <td data-bbox="852 297 900 1960">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) <b>Look for a verb (finite or infinitive) before awarding a mark for Communication.</b></p> <p>(iv) Add up the ticks to give a mark out of 10 for Communication.</p>	<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	<b>0 ticks</b>	Nothing of worth communicated.	
<b>2 ticks</b>	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.							
<b>1 tick</b>	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.							
<b>0 ticks</b>	Nothing of worth communicated.							

Question	Answer	Marks																				
<b>3.2: Award a mark out of 8 for accurate use of Verbs</b>	<p>When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate to the response. <b>For question-specific guidance, see later in this mark scheme.</b></p> <p>(i) Place a tick above the <b>first</b> occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below).</p> <p>(ii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.</p>																					
<b>Conversion table for Accurate use of verbs (Question 3)</b>																						
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="584 174 810 255">Number of ticks</th> <th data-bbox="584 255 810 293">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="810 174 842 255">18+</td> <td data-bbox="810 255 842 293">8</td> </tr> <tr> <td data-bbox="842 174 874 255">16,17</td> <td data-bbox="842 255 874 293">7</td> </tr> <tr> <td data-bbox="874 174 906 255">14,15</td> <td data-bbox="874 255 906 293">6</td> </tr> <tr> <td data-bbox="906 174 938 255">12,13</td> <td data-bbox="906 255 938 293">5</td> </tr> <tr> <td data-bbox="938 174 970 255">10,11</td> <td data-bbox="938 255 970 293">4</td> </tr> <tr> <td data-bbox="970 174 1002 255">8,9</td> <td data-bbox="970 255 1002 293">3</td> </tr> <tr> <td data-bbox="1002 174 1034 255">6,7</td> <td data-bbox="1002 255 1034 293">2</td> </tr> <tr> <td data-bbox="1034 174 1066 255">4,5</td> <td data-bbox="1034 255 1066 293">1</td> </tr> <tr> <td data-bbox="1066 174 1098 255">0,1,2,3</td> <td data-bbox="1066 255 1098 293">0</td> </tr> </tbody> </table>			Number of ticks	Mark	18+	8	16,17	7	14,15	6	12,13	5	10,11	4	8,9	3	6,7	2	4,5	1	0,1,2,3	0
Number of ticks	Mark																					
18+	8																					
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14,15	6																					
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10,11	4																					
8,9	3																					
6,7	2																					
4,5	1																					
0,1,2,3	0																					

Question	Answer		Marks
<p>How to award ticks for accurate use of Verbs (Question 3):</p> <p>(a) Subject (noun or pronoun) + any finite verb</p> <ul style="list-style-type: none"> <li>• both subject and verb must be correct for the verb to score a tick</li> <li>• verb must be in the appropriate tense to score a tick</li> <li>• accents on verbs must be correct in order for a tick to be awarded</li> <li>• do not tick verbs contained in the ‘letter etiquette’: appropriate beginnings and endings to letters are considered for reward under Other linguistic features.</li> </ul>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
(εγώ) είμαι (✓)			
(εγώ) αγαπώ (✓)	(εγώ) αγαπούμε (no tick)	insist on number agreement between pronoun and verb	
(αυτός) πήγε (✓)	(αυτός) πήγα (no tick)	insist on correct person agreement between pronoun and verb	
(εγώ) σηκώθηκα (✓)			
<b>With personal pronouns: emphatic or clitic forms</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
εμείς παίζουμε (✓)	παίζομαι (no tick)	«παίζω» is not a passive verb	
τα πλένω (✓) τα αυτοκίνητα	πλένομαι (no tick) τα αυτοκίνητα	«πλένω» should not be used as passive in this statement	
Σου το είπα (✓)			

Question	Answer		Marks
<b>Passive</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
(αυτή) σηκώθηκε (✓)	σηκωσε τον εαυτό της ( <i>no tick</i> )		
(την) συνέλαβαν (✓)			
συναντήμαστε (✓) στο σινεμά			
<b>Impersonal</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
πρέπει (✓)	πρέπειεις ( <i>no tick</i> )		
υπάρχει (✓)			
μπορεί (✓)			
απαγορεύεται (✓)	απαγορεύετε ( <i>no tick</i> )		
<b>With negative</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
δεν παίζουν (✓)		tick is awarded for the correct verb; the negative is considered for reward in 'Other linguistic features'	
μην ακούς (✓)			
<b>Sequence of tenses</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
αν είχα (✓) επιλογή θα ήθελα (✓)	αν θα ήθελα ( <i>no tick</i> ) επιλογή είχα ( <i>no tick</i> )	if sequence is incorrect, <b>both</b> verbs cannot be rewarded	

Question	Answer		Marks
<b>Single auxiliary with multiple past participles</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
είχαμε τραγουδήσει (✓) και χορέψαι (✓)		είχαμε τραγουδήσει = tick 1; είχαμε χορέψαι = tick 2	
<b>Correct verb within meaningless statement</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
το ταξίδι ήταν (✓) μεγάλο	το ταξίδι ήταν (no tick) έξυπνο	do not reward correct verb in a meaningless statement	
<b>(b) Imperative</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
έλα (✓)			
δες τους (✓)			
μην αγγίζετε (✓)			
<b>(c) Interrogative</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
(εσύ) πηγαίνεις; (✓)		question mark not required for mark to be awarded	
(εσύ) πηγαίνεις. (✓)			
Πώς πας; (✓)			
Ποιος είναι; (✓)			

Question	Answer		Marks
(d) Finite verb + correct form of subjunctive			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
θέλω (✓) να πάω (✓)			
θέλο (no tick) να πάω (✓)			
θέλω (✓) να πάο (no tick)			
έχει αποφασίσει (✓) να πάει (✓)			
έχει αποφασίσει (✓) να πάη (no tick)			
χωρίς να καθυστερήσει (✓)	χωρίς να καθυστερήσει (no tick)		
<b>(e) Participle</b>			
<b>Tick</b>	<b>No tick</b>	<b>Note</b>	
φτάνοντας (✓)			
τραγουδώντας (✓)			
κουρασμένος (✓)			
<b>(f) Reward only the first occurrence of a verb, e.g.</b>			
• Αγαπώ (✓) το κολύμπι. Επίσης αγαπώ (no tick) και το τένις.			
• Αγαπώ (✓) το κολύμπι. Δεν αγαπώ (no tick) το τένις.			
• Στην περιοχή μου υπάρχουν (✓) βουνά και ποτάμια. Επίσης υπάρχουν (no tick) μερικές...			
<b>However,</b>			
• Προτιμώ (✓) το κολύμπι και ο αδερφός μου προτιμά (✓) το τένις – 2 different persons of the verb			
• Ο αδερφός μου προτιμά (✓) το κολύμπι και η αδερφή μου προτιμά (no tick) το τένις – both third person usage			
• Είναι (✓) θυμωμένη, δεν είναι αστειό (no tick) – both third person usage			

Question	Answer	Marks
<b>3.3: Award a mark out of 12 for Other linguistic features</b>	<p>(i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see <i>Note on using mark schemes with Grade descriptors</i> (Appendix I)).</p> <p>(ii) Consider the extent to which the following are used correctly and appropriately when assessing the candidate's control of structures:</p> <ul style="list-style-type: none"> <li>• Adjectives which agree with the noun. Also comparatives and superlatives</li> <li>• Personal pronouns: emphatic or clitic forms (<i>μου είπε, σε μας, τον είδαμε, etc.</i>). Also possessive pronouns (<i>τα δικά μας, το σχολείο τους, etc.</i>) and demonstrative pronouns (<i>αυτός, τέτοιος, etc.</i>)</li> <li>• Negatives</li> <li>• A variety of prepositions (e.g. <i>με, σε, για, από, etc.</i>)</li> <li>• Adverbs of time (e.g. <i>μετά, πριν, φέτος, πέρσι, κάποτε, etc.</i>), adverbs of place (e.g. <i>έξω, αλλού, κάπου, etc.</i>), adverbs of manner (e.g. <i>έτσι, καθώς, μαζί, άσχημα, δυστυχώς, ευτυχώς, etc.</i>) and adverbs of quantity (e.g. <i>αρκετά, λίγο, πολύ, καθόλου, etc.</i>)</li> <li>• Use of conjunctions other than "και" (e.g. <i>ούτε, μήτε, ή, ενώ, αλλά, όμως, δηλαδή, ωστόσο, όπι, etc.</i>)</li> <li>• Subordinate clauses, including <i>γιατί/επειδή, ο οποίος/για τον οποίο, όποιος, όσος</i> (relative pronouns)</li> <li>• Indirect or reported speech (<i>είπε ότι ...</i>) and clauses with (<i>ε)αν</i>.</li> <li>• Appropriate formal or informal register in letters/communications.</li> </ul>	

Question	Answer	Marks
<b>Grade descriptors for Other linguistic features (Question 3)</b>		
11–12	<ul style="list-style-type: none"> <li>• Uses a wide range of structures effectively; produces longer, fluent sentences with ease.</li> <li>• Highly accurate at this level, though not necessarily faultless.</li> <li>• Makes effective use of a wide range of vocabulary fully appropriate to the task.</li> </ul>	
9–10	<ul style="list-style-type: none"> <li>• Attempts a range of structures with a good degree of success.</li> <li>• More complex language usually error-free<sup>^^</sup>.</li> <li>• Uses a variety of relevant vocabulary at this level.</li> </ul>	
7–8	<ul style="list-style-type: none"> <li>• In control of simple structures. Varied success with more complex structures.</li> <li>• Accuracy is fairly consistent throughout*. Errors may occur when more ambitious language is attempted.</li> <li>• Has sufficient vocabulary to add some interest to the writing.</li> </ul>	
5–6	<ul style="list-style-type: none"> <li>• Attempts more than basic structures.</li> <li>• On balance, the work is more accurate than inaccurate.</li> <li>• Straightforward vocabulary relevant to the task.</li> </ul>	
3–4	<ul style="list-style-type: none"> <li>• Reliant on basic structures.</li> <li>• Some examples of correct language. Meaning usually conveyed.</li> <li>• Basic vocabulary.</li> </ul>	
1–2	<ul style="list-style-type: none"> <li>• A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</li> </ul>	
0	<ul style="list-style-type: none"> <li>• One or two disjointed words or short phrases may be recognisable.</li> </ul>	
<sup>^^</sup> subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.		
*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.		
		<b>Total for Communication: 10 marks</b>
		<b>Total for Verbs: 8 marks</b>
		<b>Total for Other linguistic features: 12 marks</b>
		<b>Total for Question 3: 30 marks</b>



Question	Answer	Marks																		
3(a)	<p data-bbox="196 412 261 1939">Οι δουλειές του σπιτιού. Γράψε ένα γράμμα σε ένα φίλο/μια φίλη σου για να του/της πεις τη γνώμη σου για τις δουλειές του σπιτιού.</p> <p data-bbox="300 853 331 1939"><b>3.1: Award a mark out of 10 for Communication – see generic guidance above.</b></p> <table border="1" data-bbox="371 309 1171 1939"> <thead> <tr> <th data-bbox="371 1850 421 1939">Tick</th> <th data-bbox="371 421 421 1850">Accept</th> <th data-bbox="371 309 421 421">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="421 1850 451 1939">✓1</td> <td data-bbox="421 421 616 1850"> <p data-bbox="435 1435 467 1839"><b>Opinion about house chores</b></p> <p data-bbox="504 949 608 1839">Allow Οι δουλειές είναι σπουδαίες για όλους γιατί ζω σε καθαρό σπίτι Allow Όλοι πρέπει να βοηθούν γιατί όλοι ζούμε εκεί Allow Οι δουλειές είναι κούραση</p> </td> <td data-bbox="421 309 451 421">2</td> </tr> <tr> <td data-bbox="616 1850 646 1939">✓2</td> <td data-bbox="616 421 735 1850"> <p data-bbox="630 1099 662 1839"><b>Reason the candidate does or does not help at home</b></p> <p data-bbox="699 501 730 1839">Do not insist on Μου αρέσει/δεν μου αρέσει να βοηθώ as 'δεν έχω χρόνο' or 'βοηθώ συχνά' implies that</p> </td> <td data-bbox="616 309 646 421">2</td> </tr> <tr> <td data-bbox="735 1850 766 1939">✓3</td> <td data-bbox="735 421 855 1850"> <p data-bbox="750 1211 782 1839"><b>When was the last time the candidate helped</b></p> <p data-bbox="818 860 850 1839">Insist on 'βοήθησα' or 'ήταν' + time expression (e.g. το περασμένο Σάββατο)</p> </td> <td data-bbox="735 309 766 421">2</td> </tr> <tr> <td data-bbox="855 1850 885 1939">✓4</td> <td data-bbox="855 421 1015 1850"> <p data-bbox="869 1357 901 1839"><b>What exactly did the candidate do</b></p> <p data-bbox="938 1525 1007 1839">Insist on past tense Allow anything sensible</p> </td> <td data-bbox="855 309 885 421">2</td> </tr> <tr> <td data-bbox="1015 1850 1045 1939">✓5</td> <td data-bbox="1015 421 1171 1850"> <p data-bbox="1029 1043 1061 1839"><b>How is the candidate going to help at home this summer</b></p> <p data-bbox="1098 427 1166 1839">Insist on the use of simple or continuous future: Το (ερχόμενο) καλοκαίρι θα καθαρίσω/θα καθαρίζω τον κήπο Allow Το καλοκαίρι έχω αποφασίσει να...</p> </td> <td data-bbox="1015 309 1045 421">2</td> </tr> </tbody> </table>	Tick	Accept	Mark	✓1	<p data-bbox="435 1435 467 1839"><b>Opinion about house chores</b></p> <p data-bbox="504 949 608 1839">Allow Οι δουλειές είναι σπουδαίες για όλους γιατί ζω σε καθαρό σπίτι Allow Όλοι πρέπει να βοηθούν γιατί όλοι ζούμε εκεί Allow Οι δουλειές είναι κούραση</p>	2	✓2	<p data-bbox="630 1099 662 1839"><b>Reason the candidate does or does not help at home</b></p> <p data-bbox="699 501 730 1839">Do not insist on Μου αρέσει/δεν μου αρέσει να βοηθώ as 'δεν έχω χρόνο' or 'βοηθώ συχνά' implies that</p>	2	✓3	<p data-bbox="750 1211 782 1839"><b>When was the last time the candidate helped</b></p> <p data-bbox="818 860 850 1839">Insist on 'βοήθησα' or 'ήταν' + time expression (e.g. το περασμένο Σάββατο)</p>	2	✓4	<p data-bbox="869 1357 901 1839"><b>What exactly did the candidate do</b></p> <p data-bbox="938 1525 1007 1839">Insist on past tense Allow anything sensible</p>	2	✓5	<p data-bbox="1029 1043 1061 1839"><b>How is the candidate going to help at home this summer</b></p> <p data-bbox="1098 427 1166 1839">Insist on the use of simple or continuous future: Το (ερχόμενο) καλοκαίρι θα καθαρίσω/θα καθαρίζω τον κήπο Allow Το καλοκαίρι έχω αποφασίσει να...</p>	2	30
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3(b)	<p data-bbox="196 353 231 1939">Η διασκέδαση των νέων. Πώς διασκεδάζουν οι νέοι σήμερα; Γράψε ένα άρθρο για το περιοδικό του σχολείου σου.</p> <p data-bbox="264 853 300 1939"><b>3.1: Award a mark out of 10 for Communication – see generic guidance above.</b></p> <table border="1" data-bbox="336 309 1034 1939"> <thead> <tr> <th data-bbox="336 1850 386 1939">Tick</th> <th data-bbox="336 309 386 1850">Accept</th> <th data-bbox="336 309 386 421">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="386 1850 435 1939">✓1</td> <td data-bbox="386 309 512 1850"> <p data-bbox="400 1339 435 1832"><b>The last time the candidate had fun</b></p> <p data-bbox="469 1339 504 1832">Insist on past tense + time expression</p> </td> <td data-bbox="386 309 435 421">2</td> </tr> <tr> <td data-bbox="512 1850 561 1939">✓2</td> <td data-bbox="512 309 635 1850"> <p data-bbox="526 1357 561 1832"><b>What exactly did the candidate do</b></p> <p data-bbox="595 703 630 1832">Insist on past tense. Reward <i>παίξαμε/είδαμε/πήγαμε</i> and any other sensible statements</p> </td> <td data-bbox="512 309 561 421">2</td> </tr> <tr> <td data-bbox="635 1850 684 1939">✓3</td> <td data-bbox="635 309 758 1850"> <p data-bbox="649 788 684 1832"><b>Candidate's view about the ways young people entertain themselves today</b></p> <p data-bbox="711 1189 746 1832">Allow any sensible positive or negative statement</p> </td> <td data-bbox="635 309 684 421">2</td> </tr> <tr> <td data-bbox="758 1850 807 1939">✓4</td> <td data-bbox="758 309 880 1850"> <p data-bbox="772 1265 807 1832"><b>What would the candidate like to change</b></p> <p data-bbox="834 1525 869 1832">Allow anything sensible</p> </td> <td data-bbox="758 309 807 421">2</td> </tr> <tr> <td data-bbox="880 1850 930 1939">✓5</td> <td data-bbox="880 309 1034 1850"> <p data-bbox="895 1131 930 1832"><b>Candidate's plans for entertainment next weekend</b></p> <p data-bbox="963 862 1031 1832">Insist on the use of simple future: <i>Το (ερχόμενο) Σαββατοκύριακο θα πάω...</i> Allow <i>Το Σαββατοκύριακο έχω αποφασίσει να...</i></p> </td> <td data-bbox="880 309 930 421">2</td> </tr> </tbody> </table> <p data-bbox="1067 786 1102 1939"><b>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</b></p> <p data-bbox="1136 734 1171 1939"><b>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</b></p>		Tick	Accept	Mark	✓1	<p data-bbox="400 1339 435 1832"><b>The last time the candidate had fun</b></p> <p data-bbox="469 1339 504 1832">Insist on past tense + time expression</p>	2	✓2	<p data-bbox="526 1357 561 1832"><b>What exactly did the candidate do</b></p> <p data-bbox="595 703 630 1832">Insist on past tense. Reward <i>παίξαμε/είδαμε/πήγαμε</i> and any other sensible statements</p>	2	✓3	<p data-bbox="649 788 684 1832"><b>Candidate's view about the ways young people entertain themselves today</b></p> <p data-bbox="711 1189 746 1832">Allow any sensible positive or negative statement</p>	2	✓4	<p data-bbox="772 1265 807 1832"><b>What would the candidate like to change</b></p> <p data-bbox="834 1525 869 1832">Allow anything sensible</p>	2	✓5	<p data-bbox="895 1131 930 1832"><b>Candidate's plans for entertainment next weekend</b></p> <p data-bbox="963 862 1031 1832">Insist on the use of simple future: <i>Το (ερχόμενο) Σαββατοκύριακο θα πάω...</i> Allow <i>Το Σαββατοκύριακο έχω αποφασίσει να...</i></p>	2	30
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3(c)	<p data-bbox="197 376 261 1939">Τον περασμένο μήνα πήρες για πρώτη φορά μέρος σε μια κατασκήνωση που οργανώθηκε σε μια παραλία στην Ελλάδα.</p> <p data-bbox="300 853 331 1939"><b>3.1: Award a mark out of 10 for Communication – see generic guidance above.</b></p> <table border="1" data-bbox="363 309 1358 1939"> <thead> <tr> <th data-bbox="371 1861 419 1939">Tick</th> <th data-bbox="371 421 419 1861">Accept</th> <th data-bbox="371 309 419 421">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="419 1861 459 1939">✓1</td> <td data-bbox="419 421 778 1861"> <p data-bbox="435 1189 467 1839"><b>How did you feel when you first arrived there?</b></p> <p data-bbox="499 465 563 1839">Award communication mark for statement expressing how the candidate felt in past tense e.g. <i>Φοβήθηκα/Μου άρεσε/Ήταν ωραία/Ένιωσα χαρά</i> etc.</p> <p data-bbox="595 566 627 1839">Award communication mark for statement in past tense explaining why the candidate felt like that.</p> <p data-bbox="659 432 770 1839">Allow 'το μέρος ήταν καταπληκτικό' or any other description of the place. Also allow communication marks for activities performed on arrival (even though not exactly describing feelings) e.g. <i>στήσαμε τις σκηνές/γνώρισα άλλα παιδιά/έτοιμάσαμε φαγητό</i> etc.</p> </td> <td data-bbox="419 309 459 421">2</td> </tr> <tr> <td data-bbox="778 1861 818 1939">✓2</td> <td data-bbox="778 421 866 1861"> <p data-bbox="786 465 850 1839"><b>Second communication mark</b> to be awarded flexibly for extra detail relating to the first bullet point in the question</p> </td> <td data-bbox="778 309 818 421">2</td> </tr> <tr> <td data-bbox="866 1861 906 1939">✓3</td> <td data-bbox="866 421 1050 1861"> <p data-bbox="874 1122 906 1839"><b>Describe the most interesting activity you did there</b></p> <p data-bbox="938 835 970 1839">Insist on past tense. Expect descriptions/explanations and emotions/opinions</p> <p data-bbox="1002 1529 1034 1839">Allow anything sensible</p> </td> <td data-bbox="866 309 906 421">2</td> </tr> <tr> <td data-bbox="1050 1861 1090 1939">✓4</td> <td data-bbox="1050 421 1137 1861"> <p data-bbox="1058 432 1121 1839"><b>Fourth communication mark</b> to be awarded flexibly for extra detail relating to the second bullet point in the question</p> </td> <td data-bbox="1050 309 1090 421">2</td> </tr> <tr> <td data-bbox="1137 1861 1177 1939">✓5</td> <td data-bbox="1137 421 1358 1861"> <p data-bbox="1145 913 1177 1839"><b>Generally, did you like this experience of camping? Why/why not?</b></p> <p data-bbox="1209 1496 1241 1839">Expect opinions/emotions</p> <p data-bbox="1273 477 1353 1839">Do not insist on past tenses. Allow 'γιατί κάνεις νέους φίλους/ξεκουράζεσαι/απολαμβάνεις τη φύση'. Allow 'θέλω να ξαναπάω του χρόνου'.</p> </td> <td data-bbox="1137 309 1177 421">2</td> </tr> </tbody> </table> <p data-bbox="1385 786 1417 1939"><b>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above.</b></p> <p data-bbox="1449 734 1481 1939"><b>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above.</b></p>		Tick	Accept	Mark	✓1	<p data-bbox="435 1189 467 1839"><b>How did you feel when you first arrived there?</b></p> <p data-bbox="499 465 563 1839">Award communication mark for statement expressing how the candidate felt in past tense e.g. <i>Φοβήθηκα/Μου άρεσε/Ήταν ωραία/Ένιωσα χαρά</i> etc.</p> <p data-bbox="595 566 627 1839">Award communication mark for statement in past tense explaining why the candidate felt like that.</p> <p data-bbox="659 432 770 1839">Allow 'το μέρος ήταν καταπληκτικό' or any other description of the place. Also allow communication marks for activities performed on arrival (even though not exactly describing feelings) e.g. <i>στήσαμε τις σκηνές/γνώρισα άλλα παιδιά/έτοιμάσαμε φαγητό</i> etc.</p>	2	✓2	<p data-bbox="786 465 850 1839"><b>Second communication mark</b> to be awarded flexibly for extra detail relating to the first bullet point in the question</p>	2	✓3	<p data-bbox="874 1122 906 1839"><b>Describe the most interesting activity you did there</b></p> <p data-bbox="938 835 970 1839">Insist on past tense. Expect descriptions/explanations and emotions/opinions</p> <p data-bbox="1002 1529 1034 1839">Allow anything sensible</p>	2	✓4	<p data-bbox="1058 432 1121 1839"><b>Fourth communication mark</b> to be awarded flexibly for extra detail relating to the second bullet point in the question</p>	2	✓5	<p data-bbox="1145 913 1177 1839"><b>Generally, did you like this experience of camping? Why/why not?</b></p> <p data-bbox="1209 1496 1241 1839">Expect opinions/emotions</p> <p data-bbox="1273 477 1353 1839">Do not insist on past tenses. Allow 'γιατί κάνεις νέους φίλους/ξεκουράζεσαι/απολαμβάνεις τη φύση'. Allow 'θέλω να ξαναπάω του χρόνου'.</p>	2	30
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**Appendix I****Note on using mark schemes with Grade descriptors**

It is important that you award marks positively. In order to ensure that you reward achievement rather than penalise failure or omissions, you should start at the bottom of the mark scheme and work upwards through the descriptors when awarding marks.

You should adopt a 'best fit' approach. You must select the set of descriptors provided in the mark scheme that most closely describes the quality of the work being marked. As you work upwards through the mark scheme, you will eventually arrive at a set of descriptors that fits the candidate's performance. When you reach this point, you should always then check the descriptors in the band above to confirm whether or not there is just enough evidence to award a mark in the higher band.

For example, when marking Question 3 you may find that a candidate uses a variety of relevant vocabulary but has varied success with more complex structures. In such cases, you will need to award a mark that takes into account both the strengths and weaknesses of the piece of work.

To select the most appropriate mark within each set of descriptors, use the following guidance:

- If most of the descriptors fit the piece (and after you have considered the band above), award the top mark in the band.
- If there is just enough evidence (and you had perhaps been considering the band below), award the lowest mark in the band.

**Note on irrelevant material**

In the case of a deliberately evasive answer which consists entirely of irrelevant material exploited in defiance of the rubric, a score of 0 is given. This is extremely rare.

A genuine attempt to answer the question which fails due to a misunderstanding of the rubric will normally lose Communication marks but will score for Language. You should consult your Team Leader.