# GREEK (FOREIGN LANGUAGE)

**Paper 0543/02**
**Reading and Directed Writing**

## Key messages

In **Section 1** all vocabulary tested is taken from the *Minimum Core Vocabulary* list and this should be used as a resource for teaching. In the short writing exercise, brief correct answers can score full marks. Elaboration is not always necessary.

In **Section 2**, brief correct answers were acceptable. It is not necessary to repeat the language of the question in the response to score the mark. The longer writing exercise requires a variety of correctly formed verbs in more than one tense, and vocabulary which is correctly spelled.

**Section 3** requires close attention to the text and correct manipulation of language in order to answer the question accurately. Correct use of cases is often necessary to answer the question correctly.

## General comments

The best candidates showed secure knowledge of the *Minimum Core Vocabulary* in **Section 1** and provided concise, accurate answers to the shorter writing exercise. Most were able to locate the correct answer in the reading comprehension exercises and expressed their response succinctly. In the longer writing exercise, they used a variety of verbs and tenses and ensured that they completed all three required tasks.

While most candidates demonstrated good knowledge of the core vocabulary, some showed an inability to form verbs correctly in the writing exercises. In the longer reading passages, they either gave too brief a response which did not provide sufficient information to score the mark or they copied long sections of the texts indiscriminately in their answers without demonstrating clear comprehension. Phonetic spelling was tolerated where the meaning was clear.

## Comments on specific questions

### Section 1

### Exercise 1 Questions 1–5

This exercise was answered well by most candidates. The majority scored full marks with only a few having difficulty with the word *διψάω* in **Question 2.**

### Exercise 2 Questions 6–10

In **Question 9**, the word *ύπνο* was not universally known but **Questions 6–8** and **Question 10** posed no problems.

### Exercise 3 Questions 11–15

Most candidates coped well with this exercise and were able to make links between the related words.

### Exercise 4 Question 16

This exercise was answered well. The vocabulary required was well known and the majority of candidates completed all three tasks correctly. It should be noted that a brief correct answer scored as well as a longer answer. Full marks were available to candidates who gave a single sentence in response to each task.

Most candidates scored full marks for Communication and the majority scored at least 1 mark
Verb endings were usually spelled correctly and accents were generally placed accurately. Phon...
and omission of accents were tolerated in this exercise, however.

## Section 2

### Exercise 1 Questions 17–25

Questions **17** and **18** were answered correctly by most candidates. In **Question 19** it was necessary to write each answer on a separate line. If both correct answers were written on one line and an incorrect answer was written on the second line, the candidate scored only one mark. Most candidates were able to identify the teacher's opinion of Manos. In **Question 20**, not all candidates were able to explain how Manos was punished and some misunderstood the word *πώς* for another question word. In **Question 21**, it was necessary to state that the ticket was bought one month previously. Those candidates who simply wrote *ένα μήνα* did not score the mark. **Questions 22–24** were generally answered correctly. Those candidates who did not gain a mark had in general misunderstood the language of the question. In **Question 25** candidates needed to explain exactly how Manos would spend the evening. Merely writing *με το θείο του* was insufficient.

### Exercise 2 Question 26

This exercise was completed very well by those candidates who were able to write fully using a variety of interesting vocabulary to describe their home. In order to score full marks for Communication, it was necessary to complete each of the three tasks in some detail. In some cases, candidates wrote a lot of information on only one or two of the tasks and so did not have access to all the Communication marks. The rubric stated that the task was to describe the home and a small number of candidates wrote a considerable amount of irrelevant information on a different topic thus missing the opportunity to score marks. Some weaker candidates used *έχει* or *υπάρχει* to introduce a list of rooms in the house and so missed some marks for Communication. There was also a tendency to repeat *είναι* with an adjective when it might have shown better use of language to rephrase the sentence. The second task caused confusion for a small number of candidates who did not understand the word *μέρος*. Candidates should ensure that their response contains sufficient detail to score all of the marks for Communication without exceeding 80–90 words.

To score full marks for Language, it was necessary to use a range of appropriate vocabulary and verbs. In general, verb endings were correctly spelled and accents were used. The most common errors were in the verb *μπαίνω* and there were occasional inconsistencies with the spelling of the verb *μπορώ*.

## Section 3

### Exercise 1 Questions 27–32

In this exercise, careful lifting of the answer from the text was tolerated. It is important to note that the candidate's response had to make grammatical sense. A small number of candidates did not give a justification for their False answer which prevented them from having access to all the marks in this exercise.

In **Question 27** the response had to mention that the number of cities had increased in order to score the mark. In **Question 28**, some candidates simply negated the statement in their justification. This was insufficient to score the mark. It was necessary to mention that cars were permitted in the suburbs. **Questions 30** and **31** were answered correctly by the majority of candidates. In most cases, the correct phrase was located in the text and copied in part in the justification but the mark could not always be awarded owing to an incomplete or unclear use of language.

### Exercise 2 Questions 33–40

This exercise was handled well by the more able candidates who wrote an accurate and concise response to each question, manipulating the language when appropriate. A correctly formed verb was required in most cases. Some candidates did not attempt all the questions in this section.

In **Question 33**, to score the mark it was necessary mention both swimming and working as a doctor. Those candidates who mentioned that Alexandra had created an association to help others did not gain a mark here. Likewise, in **Question 34** the answer which some candidates gave, 'to create an association', did not score as the date in the question was specifically linked to the accident Alexandra suffered. In **Question 35**, some weaker responses simply repeated the question stating that the association helped sick children. To

gain a mark, candidates needed to describe the excursions to the sea which the child... **Questions 36** and **37** were well answered by most. In **Question 38**, the most common problem... candidates did not give a grammatically correct answer to the question. In response to *Ποιοι συμμε...* the only correct response is *οι γονείς / οι γιατροί*. Any answer using an incorrect case or a phonetic sp... which causes confusion over number, such as *η γονείς*, was not accepted. In **Section 3**, candidates m... demonstrate the ability to understand and respond in correct Greek. **Questions 39** and **40** were answered well by the majority.

# GREEK (FOREIGN LANGUAGE)

| Paper 0543/03 |
| :-- |
| **Speaking and Listening** |

## Key messages

For the two sets of **Role Plays** it is important to address all the tasks as prescribed by Cambridge. Teacher/ Examiners should give candidates the opportunity to return to any tasks which are omitted, so that marks are not lost simply for leaving a task out.

The **Topic Presentation and Conversation** should last around 5 minutes in total. Candidates should prepare a presentation of between 1 and 2 minutes long on a topic of their choice, after which they should be able to answer questions about their chosen topic.  It is important that the teacher/Examiner includes questions that enable candidates to convey **past and future** meaning.

The **General Conversation** should also last for around 5 minutes, and teacher/Examiners should cover two or three topics from the Defined Content Examination Topics.  The teacher/Examiner must announce the start of the General Conversation to clearly distinguish it from the Topic Conversation.  As in the Topic Conversation, the teacher/Examiner should ask questions that enable candidates to convey **past and future** meaning.

## General comments

As many of those reading this report will know, Paper 3 will have a new format in 2015 and will revert to testing Speaking skills only.  Listening will be tested separately on Paper 1.  Nevertheless, the underlying principles of the Speaking examination will remain the same and much of the advice given below, although based on observations of candidates' performance in the June 2014 exam series, remains valid for future examinations.

High levels of communication skills were demonstrated and the results in general were outstanding. Teacher/Examiners were mostly well prepared and able to elicit the best performance from their candidates. There were instances, however, where it was difficult to distinguish the different sections of the examination as Test 3 (Topic Conversation) and Test 4 (General Conversation) were presented as one test.  When this happens it is difficult for the Moderator to check the marks that have been awarded for 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 for both Moderators and, more importantly, candidates.

*Administration*

A number of clerical errors were found and corrected this year, mostly in the addition of marks on the Working Mark Sheet.  Centres are reminded that they must check all additions and transcriptions before submitting the marks to Cambridge.

*Quality of recording*

The quality of recording was good in all Centres.  Please note that digital files must be named using the following convention: Centre number_candidate number_syllabus number_component number, for example AB123_0102_0543_03.

*Duration of tests*

There were instances of short or overlong examinations in Test 3 (Topic Conversation) or Test 4 (General Conversation).  In cases where the two Role Plays last less than 5 minutes in total, there is no need to extend the following parts of the examination to compensate.  Note also that the timing of the test (and the recording) should not include the candidate's preparation time.

Care should also be taken to ensure that no section of the test is omitted. In the most success...
was clear that the teacher/Examiner was listening to what the candidate had to say and that the con...
was a natural and spontaneous development of topics which the candidate had encountered throughou...
course of learning.

*Application of the mark scheme*

Marking in Centres was generally close to the agreed standard. A few instances of harsh or rather generous marking were encountered and the marks were adjusted as necessary.

**Comments on specific sections**

**Test 1: A Role plays (Speaking)**

In general candidates performed very well in this part of the test. Teacher/Examiners are reminded that marks can only be awarded for completion of tasks set by Cambridge. It is vital that they stick to the tasks specified in the Teachers' Notes booklet and encourage candidates to attempt all parts of each task. If only one part of the task is completed, only one mark can be awarded. Candidates should take time to act the scenario appropriately and not be rushed quickly through it producing unnaturally brief exchanges with the teacher/Examiner. It is also important to allow candidates sufficient preparation time so that they do not inadvertently omit any tasks.

*Placing an order with the grocer for fruit and sweets*

Candidates performed very well on this role play and the vast majority used the appropriate register in Tasks 1 and 5 for talking formally to the grocer and using the plural in pronouns: *Γεια σας, Σας τηλεφωνώ γιατί ...* or *Σας ευχαριστώ*.

*Buying tickets to travel by boat to an island*

Again candidates coped well with this role play and most of them used the appropriate formal register in Tasks 1 and 5 for talking to an adult by using the plural in pronouns: *Καλημέρα σας* or *Σας ευχαριστώ*. However, a significant number of candidates found difficulty in providing a valid answer for Task 4 (*Τι είδους εισιτήρια προτιμάτε;*). Appropriate answers included *απλό εισιτήριο*, *εισιτήριο με καμπίνα* or *εισιτήριο με επιτροφή* etc.

*Buying tickets to do sporting activities at a sports centre*

Candidates seemed quite comfortable in responding to the tasks in this scenario. As before, most candidates used the appropriate register for talking to an adult, for example using the plural in pronouns and verbs: *Γεια σας* or *Μπορείτε να μου πείτε...;* in Tasks 1 and 5.

**Test 2: B Role Plays (Listening)**

These role plays tended to be more challenging than the A Role Plays in that they required candidates to initiate the conversation and then listen to the teacher/Examiner's responses before ticking the appropriate box(es) or completing the notes provided in the Role Play booklet. Generally, candidates found the role plays accessible.

*A travel agency employee talking to a person who wants to book his/her holidays*

Most candidates performed well and addressed all parts of each task. They were able to listen, understand and respond to more complex vocabulary and structures in their conversation with the teacher/Examiner.

For the last task (writing the telephone number) all digits needed to be written correctly to gain a mark – half/fractional marks cannot be awarded.

**Test 3: Topic Presentation and Conversation**

This section of the examination allows candidates to prepare vocabulary and structures in advance intended to give them a confident start to the conversation sections. Generally candidates chose appropriate to their level of linguistic ability. Some candidates chose quite demanding topics, such 'Fellowship' or 'Traffic-light kids', but had the linguistic ability to present and discuss them confidently. Teacher/Examiners should advise candidates not to choose 'Myself' or 'My family' as these topics can be far too general and leave little to be exploited later in the General Conversation.

Overall a number of interesting presentations were given this year on topics relevant to the candidates' age group and interests, for example: 'A trip to tropical Amazonia, 'Holidays in Thailand', 'Christmas in a mountain village', 'Ecological problems', 'Junk food', 'Facebook', 'Customs in Russia', 'Young people and alcohol', 'Life in Saudi Arabia', 'Graffiti', 'Visiting Mexico' etc. Such topics enabled candidates to talk about their experiences, and express and justify their views and opinions.

A small number of candidates gave very brief presentations. Centres are reminded that candidates should speak for about one or two minutes on their chosen topic before the teacher/Examiner begins to ask questions about the topic.

The best performances were 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 use different tenses and to give and justify their opinions. In some cases capable candidates responded using past and future tenses even though the teacher/Examiner had not prompted this. However, to ensure candidates have the opportunity to gain more than six marks, teacher/Examiners must include prompts which will elicit past and future tenses in the candidates' responses.

Teacher/Examiners are reminded that candidates as well as Moderators find it useful to be told when this section of the test is over and when the examination is moving into the General Conversation. Keeping to the time specified for each section of the examination is also important as a matter of fairness for all candidates.

**Test 4: General Conversation**

In this section a good range of high quality performances were heard this year. However, teacher/Examiners are reminded that they should aim to cover two or three topics in this section of the test. In some cases, the teacher/Examiner asked questions on a wide range of topics, which meant that they could only be covered superficially. The topics should be different for different candidates and should be chosen by the Examiner so as not to overlap with the Topic Presentation/Conversation. Teachers/Examiners must ask questions which enable candidates to expand upon information and use past and future tenses. Closed questioning techniques which elicit one- or two-word responses are best avoided in favour of questions such as: *Για ποιο λόγο προτιμάς...;*, *Γιατί πιστεύεις ότι...;*, *Τι είναι αυτό που σε κάνει να...;*, *Με ποιον τρόπο θα καταφέρεις να...;* or *Εξήγησέ μου πώς θα...;*

# GREEK (FOREIGN LANGUAGE)

| Paper 0543/04 |
| --- |
| **Continuous Writing** |

## Key messages

Candidates need to write about 130–140 words for each of the two questions being answered.  Within this word limit it is important to address all the tasks of each question, so there is no loss of marks for omitting tasks.  The language used in the answers should be accurate, especially the verbs which should be grammatically correct with accents in the correct position.  Candidates should avoid the use of Latin alphabet letters instead of similar Greek alphabet letters for example 'i' or 'u' instead of 'ι' or 'υ'.

## General comments

As many of those reading this report will know, this writing paper will have a new format in 2015.  Although the shape of the paper will change, the underlying principles of the writing examination will remain the same. Much of the advice given below, although based on observations of candidates' performance on the June 2014 paper, remains valid for future examinations.

Many candidates wrote good responses addressing all the tasks in each question within the limit of 140 words.  Their answers displayed good understanding of the tasks.

The better responses contained language with a rich and varied vocabulary and with a good level of linguistic accuracy.  Candidates' spelling was generally good and they avoided basic errors of grammar in gender, number and case of nouns and adjectives.  In the use of verbs in particular, accurate spelling included the correct use of accents and of present, past and future tenses in regular and common irregular verbs.  Also a variety of correctly used pronouns, adjectives, adverbs, connectives and prepositions was used in these answers.  Weaker candidates could have improved their performance by paying close attention to the correct use of verbs, particularly spelling and accents.

## Comments on specific questions

**Question 1**

**(a)**      **Celebrations**

The rubric was well understood by all candidates who chose this question, and most of them were able to present interesting and informative responses of high quality.  The presentation of the opinions and comments in task 1 of the question was well constructed and skilfully explained.

Most candidates were able to score quite highly for Communication for fairly simple statements, employing appropriate tenses and handling irregular verbs correctly.  In other cases, answers were extended beyond the word limit causing a few marks to be lost for Communication.

The elements of this question were quite straightforward as the tense required to answer the first and second tasks was present.  For the other two tasks, candidates had to demonstrate correct use of past and future tense but that could be done in a simple and basic way (*κάναμε, πήγαμε, καλέσαμε, ήρθαν or θα πάμε, θα ετοιμάσουμε, θα καλέσουμε, θα έρθουν*).

Responding to the first task, explaining which is their favourite celebration and why, many candidates wrote that they prefer Christmas or Easter, or their birthday.  Other options were New Year's Day, Halloween, *Αποκριές*, or *Καθαρή Δευτέρα*.  Most candidates presented a number of reasons to justify their preference e.g. 'it was the last time I celebrated Easter with my grandpa who is no longer with us and whom I loved very much' or 'every year we travel to New York to celebrate Christmas with the rest of my family who live there'.

Replying to the second task required the use of present tense in explaining what preparations th[...] celebrate this day. Candidates wrote varied and detailed accounts in response to this task (for exam[...] they help to prepare the traditional pastries and cakes, or they help in decorating the house or simp[...] helped to clean the house and prepared dining rooms and bedrooms for the guests). Many mentioned [...] weeks before the celebration they had to do a lot of shopping in order to prepare for this occasion.

The third task required the use of the past tense in describing the best time they celebrated this occasion. Candidates wrote interesting and informative descriptions of that special day. They all agreed that what made that day special was the fact that they were with people they love and that they did something different from what they usually do, for example this time they were allowed to invite friends or they travelled to Switzerland to celebrate in a ski resort in the Alps. Best Easter celebrations were in beautiful Greek islands experiencing interesting traditional local customs.

In responding to the fourth task candidates were required to use the future tense to explain what they plan to do next year to celebrate this day. Candidates suggested a range of different plans, such as going abroad with school friends, or getting permission from their parents to organise a party at home or even spending more time helping in the kitchen to prepare the traditional food and sweets.

The question in general enabled all candidates to score marks for both Communication and Language for using simple statements in the present, past and future tense, while at the same time offering the stronger candidates the opportunity to show off their Greek in employing more complex and polished language.

In cases where the response was over the limit of 140 words a few marks were lost for Communication.

**(b)     Volunteering**

This question was also popular with candidates, and they had plenty to say about why they like to do voluntary work and what kind of work they would like to do (e.g. building houses after an earthquake or after a fire, or planting trees, or helping in surgeries for the poor or even preparing food for the homeless). In some cases candidates displayed originality by choosing a task in another country, for example building schools in Africa or teaching English in India. They all had different reasons why voluntary work is so important to them and to the world in general.

The required elements were relatively simple for this question as the correct tense for the first and second task was present, and only the third and fourth tasks required past and future statements respectively (βοήθησα..., έκανα..., δούλεψα... or θα καθαρίσω.., θα φτιάξω..., θα κάνω...).

In responding to the first task about why they would like to do voluntary work, candidates gave detailed explanations and descriptions about why it is important to help others nowadays when the economic crisis has brought unemployment and poverty not only in some countries of Africa and Asia, but also in some richer countries like Greece and Cyprus. Most candidates argued that helping others is a great virtue and makes you feel good, while at the same time it offers you work experience and it improves your curriculum vitae.

In dealing with the second task candidates' answers displayed originality and innovation as to the different voluntary jobs that they were interested in doing, for example playing music in an old people's home, or teaching a foreign language in an orphanage, or helping to preserve a rare species of turtle in a Greek island or even providing the DJ skills in a charity event. In other responses voluntary work was going to be offered in villages and communities facing various disasters. Most candidates agreed that providing food, clothes and shelter as well as providing medical assistance and even entertainment for people who were facing unemployment, homelessness or sickness was very important, and that they were going to do everything they could to help. All explanations for their opinions were well constructed and presented using rich vocabulary and structures.

In responding to the third task candidates displayed again originality and innovation as to what their duties were going to be in the work they were going to offer. Described in detail their activities included feeding young children and playing with them and hugging them to make them feel they were loved, or cutting and preparing the wood to build the school, or preparing the soil for planting and watering new plants every week, or even helping with the cleaning and making the beds in a hospital. Most candidates displayed a varied vocabulary and good knowledge of handling future tense in both regular and irregular verbs.

Responding to the fourth task candidates wrote answers displaying imagination and creativ... ...t voluntary work they did last time they helped, for example assisting their parents in doing their vol... or cleaning a beach with their school or assisting in the church's kitchen to prepare meals for the... even working in a charity mini market handing out provisions to people who could not afford to buy... Most candidates displayed a good knowledge of dealing with past tense both in regular and irregular verb...

As in **Question 1(a)**, some answers were longer than the required length of 140 words resulting in a few marks being lost for Communication.

Most candidates were able to display a rich and varied vocabulary and use a varied range of idiom in their answers and were rewarded accordingly for Language.

This question also enabled all candidates to score marks for both Communication and Language for using simple statements in the present, past and future tenses while at the same time offering the stronger candidates the opportunity to display more sophisticated and complex language.

For both **Question 1(a)** and **1(b)**, register was not a problem and almost all candidates were able to find something to say about each task, and the best were able to show their knowledge and linguistic skills in detailed explanations about their views.

**Question 2**

**Spending a day with a family in Greece**

This question's open-ended nature enabled the strongest candidates to shine, but also offered opportunities for weaker candidates to display their knowledge in dealing with the language. All answers contained more complex structures in describing the most interesting activities of that day and in explaining their reactions to this experience.

Almost all candidates seemed to have read the rubric carefully and their answers addressed both tasks appropriately. A number of candidates did not address the tasks within the word limit of 140 words or were unable to use appropriate vocabulary and structures, and therefore could not gain all the available marks for Communication or Language.

Nearly all candidates understood that they had to describe the first day's events and explain whether they liked that day or not and why. Candidates were very inventive and imaginative in writing their answers about the first day they spent staying with a family in Greece last summer. Some responses started with descriptions from the moment they arrived at the airport and their fears about staying with a family they did not know very well. In some responses the most interesting part of the day was when, after being shown to their rooms and unpacking, they went out with the children of the family for swimming or cycling or sightseeing or to have a meal in a traditional local restaurant.

Others began their answer by giving details about the host family and their house and then explained the activities of the first day. The descriptions often included details about the different water sports they did, for example surfing, diving or water skiing. They concluded by explaining their feelings at the end of this day and why they felt like that. Most candidates said that they liked this day very much with only a few candidates not liking it at all, for example because the children of the family were young and badly behaved or because they had to do a lot and they felt very tired at the end.

In explaining their reactions to these experiences, candidates again were able to display rich and varied vocabulary and structures in their answers and were rewarded accordingly for Language. The account of their reactions to this day was presented with a lot of enthusiasm by most candidates and there were descriptions of emotional outbursts and promises to visit them again next year.

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.

Almost all candidates scored Communication marks for expressions like *μου άρεσε πάρα πολύ και θα ήθελα να ξαναπάω* or *πέρασα καταπληκτικά γιατί έκανα νέους φίλους*.

All had realistic and reasonable stories about the events during this day, and concluded that they made new friends, that they thoroughly enjoyed the experience, that they learned a lot about Greece and that they would like to go there again in the future!

Many candidates were awarded Language marks for the correct use of a variety of grammatical ...
the language such as past and future tenses, negative and interrogative constructions, object, empr...
relative pronouns, subordinate clauses with appropriate conjunctions and a rich and varied vocabulary.