



Cambridge IGCSE™

GREEK

0543/04

Paper 4 Writing

May/June 2021

MARK SCHEME

Maximum Mark: 50

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **29** printed pages.

PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

1 The Standardisation process**2 General Marking Notes****3 General Marking Principles****3.1 Crossing out:**

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

3.2 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:

(a)	there is an indication from the candidate that other material should be considered.
(b)	the candidate has continued their answer outside the space provided.
(c)	there is no answer in the space provided.

3.3 Annotation used in the Mark Scheme:

(a)	tc = 'tout court' and means that on its own the material is not sufficient to score the mark.
(b)	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.

3.4 No response and '0' marks

There is a NR (No Response) option in **RM Assessor**.

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.

3.5 Optional questions: You must mark all questions attempted by the candidate. Where a question has not been attempted then 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, RM Assessor will automatically only aggregate the candidate's best result.

Question	Answer	Marks
Question 1	<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) If the candidate offers more than one word per line, award a mark for each acceptable item.</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"> • 'If in doubt, sound it out': if you read what the candidate has written, does it sound like the correct answer? • Look-alike test: does what the candidate has written look like the correct answer, e.g. one letter missing but no other word created. • 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). • Where letters are transposed, the word is likely to communicate (unless another word has been created). <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	Κατεβαίνεις στην πόλη για δουλειές. Κάνε μια λίστα στα ελληνικά με 8 μέρη που πηγαίνεις.				5
	βιβλιοπωλείο	παντοπωλείο			
	ψαραγορά	τράπεζα			
	φούρνος	καθαριστήριο			
	ζαχαροπλασείο	ταχυδρομείο			
	λαϊκή (αγορά)	βιβλιοθήκη			
	φαρμακείο				
	κοσμηματοπωλείο				
	σουπερμάρκετ				
	κρεοπωλείο				
	μανάβικο				
	περίπτερο				
	ανθοπωλείο				
Total for Question 1: 5 marks					

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

Question	Answer	Marks
2	<p data-bbox="338 217 1323 248">Γράφεις στο μπλογκ σου για την κουζίνα και τα φαγητά που προτιμάς.</p> <p data-bbox="338 284 994 316"><u>2.1: Award a mark out of 10 for Communication</u></p> <p data-bbox="338 352 1872 416">(i) Place the appropriate ‘numbered’ tick as close as possible to each relevant communication point in the body of the answer.</p> <p data-bbox="338 453 1805 517">(ii) Award ticks flexibly across the tasks for each piece of relevant information conveyed, up to a maximum of 10. HOWEVER, each of the tasks must be covered to get the 10 communication marks:</p> <ul data-bbox="394 523 1491 592" style="list-style-type: none"> <li data-bbox="394 523 1317 555">• <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9. <li data-bbox="394 560 1491 592">• <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on). <p data-bbox="338 628 1178 660">(iii) Add up the ticks to give a mark out of 10 for Communication.</p> <p data-bbox="338 697 701 729">(iv) For COMMUNICATION</p> <ul data-bbox="394 735 1789 868" style="list-style-type: none"> <li data-bbox="394 735 1711 767">• Look for a verb (finite or infinitive) before awarding a mark. Lists without a verb will not score. <li data-bbox="394 772 1789 804">• See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning. <li data-bbox="394 809 1592 841">• For language other than verbs, use ‘rules’ in Question 1: look alike, sound alike, etc. <li data-bbox="394 845 1704 877">• Misplaced adjectives, negatives and adverbs will not usually compromise communication. <p data-bbox="338 914 1906 978">(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 data-bbox="394 984 1883 1080" style="list-style-type: none"> <li data-bbox="394 984 1592 1048">• <u>δουλεύω</u> μόνο τα σαββατοκύριακα από τις 11 το πρωί μέχρι τις 5 το απόγευμα = 1 mark (1 verb = a list of 3). <li data-bbox="394 1053 1883 1080">• <u>δουλεύω</u> μόνο τα σαββατοκύριακα (1), <u>βοηθώ</u> στην κουζίνα (1), <u>σερβίρω</u> τους πελάτες (1) = 3 marks (3 verbs). <p data-bbox="338 1117 1939 1181">(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 data-bbox="338 1217 786 1249">(vii) Do not penalise factual errors.</p> <p data-bbox="338 1286 1671 1318">(viii) What the candidate writes may not follow the order of the tasks on the question paper – this is fine.</p>	15

Question	Answer		Marks
2	Tick	Accept	
	✓1	Τι είδους κουζίνα και φαγητά προτιμάς; REWARD: any statement relating to the cuisine and type of food. Possible tenses for maximum communication marks: present	
	✓2	Για ποιο λόγο σου αρέσουν περισσότερο τα φαγητά αυτά; REWARD: any statement relating to reasons why this kind of food is the favourite. Possible tenses for maximum communication marks: present	
	✓3	Πόσο συχνά τα τρως; REWARD: any statement relating to how often the candidate eats this kind of food. Possible tenses for maximum communication marks: present	
	✓4	Σε ποιο μέρος τα τρως; REWARD: any statement relating to places or occasions the candidate eats this food. Possible tenses for maximum communication marks: present	
	✓5	Εξήγησε τα σχέδιά σου για να μάθεις να τα μαγειρεύεις. REWARD: any statement relating to plans to learn to cook this food. Possible tenses for maximum communication marks: future	

Question	Answer	Marks												
2	<p><u>2.2: Award a mark out of 5 for Language</u></p> <p>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)).</p> <p>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="338 453 1888 1082"> <tbody> <tr> <td data-bbox="338 453 421 619">5</td> <td data-bbox="421 453 1888 619">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="338 619 421 751">4</td> <td data-bbox="421 619 1888 751">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="338 751 421 884">3</td> <td data-bbox="421 751 1888 884">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="338 884 421 951">2</td> <td data-bbox="421 884 1888 951">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="338 951 421 1018">1</td> <td data-bbox="421 951 1888 1018">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="338 1018 421 1082">0</td> <td data-bbox="421 1018 1888 1082">One or two disjointed words or short phrases may be recognisable.</td> </tr> </tbody> </table> <p>*Consider the whole answer when awarding mark for language</p> <p style="text-align: right;">Total for Communication: 10 marks Total for Language: 5 marks Total for Question 2: 15 marks</p>	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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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.													

Question	Answer	Marks						
<p>Question 3</p> <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"> • Communication: award a mark out of 10, according to the instructions in 3.1. • Language: 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. <p>For question-specific guidance, see later in this mark scheme.</p> <p><u>3.1: Award a mark out of 10 for Communication</u></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="181 794 1697 991"> <tbody> <tr> <td data-bbox="181 794 318 863">2 ticks</td> <td data-bbox="318 794 1697 863">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="181 863 318 927">1 tick</td> <td data-bbox="318 863 1697 927">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="181 927 318 991">0 ticks</td> <td data-bbox="318 927 1697 991">Nothing of worth communicated.</td> </tr> </tbody> </table> <p>(iii) Look for a verb (finite or infinitive) before awarding a mark for communication. See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning.</p> <p>(iv) Add up the ticks to give a mark out of 10 for Communication.</p>			2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.	1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.	0 ticks	Nothing of worth communicated.
2 ticks	Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.							
1 tick	Communication of some meaning is achieved, but the message may be ambiguous or incomplete.							
0 ticks	Nothing of worth communicated.							

Question	Answer	Marks																				
<u>3.2: Award a mark out of 8 for accurate use of Verbs</u>																						
When awarding ticks for Verbs, please refer back to the question in order to establish which tense is appropriate for the response. For question-specific guidance, see later in this mark scheme.																						
(i) Place a tick above the first occurrence of each correct verb, up to a maximum of 18 ticks (details of how to award ticks are provided below). (ii) Place the tick so that it does not obscure any accents. (iii) Convert the total number of ticks to a mark out of 8 using the Conversion table below.																						
Conversion table for accurate use of Verbs (Question 3)																						
<table border="1"> <thead> <tr> <th data-bbox="790 582 1167 655">Number of ticks</th> <th data-bbox="1167 582 1447 655">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="790 655 1167 719">18+</td> <td data-bbox="1167 655 1447 719">8</td> </tr> <tr> <td data-bbox="790 719 1167 783">16, 17</td> <td data-bbox="1167 719 1447 783">7</td> </tr> <tr> <td data-bbox="790 783 1167 847">14, 15</td> <td data-bbox="1167 783 1447 847">6</td> </tr> <tr> <td data-bbox="790 847 1167 911">12, 13</td> <td data-bbox="1167 847 1447 911">5</td> </tr> <tr> <td data-bbox="790 911 1167 975">10, 11</td> <td data-bbox="1167 911 1447 975">4</td> </tr> <tr> <td data-bbox="790 975 1167 1038">8, 9</td> <td data-bbox="1167 975 1447 1038">3</td> </tr> <tr> <td data-bbox="790 1038 1167 1102">6, 7</td> <td data-bbox="1167 1038 1447 1102">2</td> </tr> <tr> <td data-bbox="790 1102 1167 1166">4, 5</td> <td data-bbox="1167 1102 1447 1166">1</td> </tr> <tr> <td data-bbox="790 1166 1167 1257">0, 1, 2, 3</td> <td data-bbox="1167 1166 1447 1257">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																					
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																					

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

Question	Answer	Marks
Passive		
Tick	No tick	Note
(αυτή) σηκώθηκε (✓)	σήκωσε τον εαυτό της (<i>no tick</i>)	
(την) συνέλαβαν (✓)		
συναντιόμαστε (✓) στο σινεμά		
Impersonal		
Tick	No tick	Note
πρέπει (✓)	πρέπεις (<i>no tick</i>)	
υπάρχει (✓)		
μπορεί (✓)		
απαγορεύεται (✓)	απαγορεύετε (<i>no tick</i>)	
With negative		
Tick	No tick	Note
δεν παίζουν (✓)		tick is awarded for the correct verb; the negative is considered for reward in 'Other linguistic features'
μην ακούς (✓)		

Question	Answer	Marks
Sequence of tenses		
Tick	No tick	Note
αν είχα (✓) επιλογή θα ήθελα (✓)	αν θα ήθελα (<i>no tick</i>) επιλογή είχα (<i>no tick</i>)	if sequence is incorrect, both verbs cannot be rewarded
Single auxiliary with multiple past participles		
Tick	No tick	Note
είχαμε τραγουδήσει (✓) και χορέψει (✓)		είχαμε τραγουδήσει = tick 1; είχαμε χορέψει = tick 2
Correct verb within meaningless statement		
Tick	No tick	Note
το ταξίδι ήταν (✓) μεγάλο	το ταξίδι ήταν (<i>no tick</i>) έξυπνο	do not reward correct verb in a meaningless statement
(b) Imperative		
Tick	No tick	Note
έλα (✓)		
δες τους (✓)		
μην αγγίζετε (✓)		

Question	Answer	Marks
(c) Interrogative		
Tick	No tick	Note
(εσύ) πηγαίνεις; (✓) (εσύ) πηγαίνεις. (✓)		question mark not required for mark to be awarded
Πώς πας; (✓)		
Ποιος είναι; (✓)		
(d) Finite verb + correct form of subjunctive		
Tick	No tick	Note
θέλω (✓) να πάω (✓)		
θέλο (<i>no tick</i>) να πάω (✓)		
θέλω (✓) να πάο (<i>no tick</i>)		
έχει αποφασίσει (✓) να πάει (✓)		
έχει αποφασίσει (✓) να πάη (<i>no tick</i>)		
χωρίς να καθυστερήσει (✓)	χωρίς να καθιστεριση (<i>no tick</i>)	

Question	Answer	Marks
(e) Participle		
Tick	No tick	Note
φτάνοντας (✓)		
τραγουδώντας (✓)		
κουρασμένος (✓)		
<p>(f) Reward only the first occurrence of a verb, e.g.</p> <ul style="list-style-type: none"> • Αγαπώ (✓) το κολύμπι. Επίσης αγαπώ (<i>no tick</i>) και το τένις. • Αγαπώ (✓) το κολύμπι. Δεν αγαπώ (<i>no tick</i>) το τένις. • Στην περιοχή μου υπάρχουν (✓) βουνά και ποτάμια. Επίσης υπάρχουν (<i>no tick</i>) μερικές... <p>However,</p> <ul style="list-style-type: none"> • 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 (<i>no tick</i>) το τένις – both third person usage • Είναι (✓) θυμωμένη, δεν είναι αστείο (<i>no tick</i>) – both third person usage 		

Question	Answer	Marks
3.3: Award a mark out of 12 for Other linguistic features		
<p>(i) Award a mark out of 12 for Other linguistic features, according to the Grade descriptors in the table below (please see Note on using mark schemes with Grade descriptors (Appendix I)).</p> <p>(ii) Use the highlighter marking tool to highlight the first new use of any correct usage. Use the H Wavy marking tool to underline any creditable attempt at a structure. This annotation is intended to help you arrive at an appropriate mark. Therefore, the kinds of things you highlight/underline will vary according to the quality of work, e.g. for a mark of 7/8 to be awarded the assumption is that 'spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct' so annotation will focus on the degree of success with more complex language.</p> <p>(iii) 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"> • Adjectives which agree with the noun. Also comparatives and superlatives • Personal pronouns: emphatic or clitic forms (<i>μου είπε, σε μας, τον είδαμε</i>, etc.). Also possessive pronouns (<i>τα δικά μας, το σχολείο τους</i>, etc.) and demonstrative pronouns (<i>αυτός, τέτοιος</i>, etc.) • Negatives • A variety of prepositions (e.g. <i>με, σε, για, από</i>, etc.) • Adverbs of time (e.g. <i>μετά, πριν, φέτος, πέρσι, κάποτε</i>, etc.), adverbs of place (e.g. <i>έξω, αλλού, κάπου</i>, etc.), adverbs of manner (e.g. <i>έτσι, όπως, μαζί, άσχημα, άστυχώς, ευτυχώς</i>, etc.) and adverbs of quantity (e.g. <i>αρκετά, λίγο, πολύ, καθόλου</i>, etc.) • Use of conjunctions other than <i>και</i> (e.g. <i>ούτε, μήτε, ή, ενώ, αλλά, όμως, δηλαδή, ωστόσο, ότι</i>, etc.) • Subordinate clauses starting with <i>γιατί/επειδή</i> (<i>conjunctions of cause</i>), <i>ο οποίος/για τον οποίον, όποιος, όσος</i> (relative pronouns) • Indirect or reported speech (<i>είπε ότι ...</i>) and clauses with (<i>ε)αν</i>. • Appropriate formal or informal register in letters/communications. 		

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

Question	Answer	Marks																		
3(a)	<p>Ένα καινούριο παιδί στη γειτονιά</p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above</p> <table border="1" data-bbox="338 352 1935 1118"> <thead> <tr> <th data-bbox="338 352 439 416">Tick</th> <th data-bbox="439 352 1823 416">Accept</th> <th data-bbox="1823 352 1935 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 416 439 584">✓1</td> <td data-bbox="439 416 1823 584"> Πώς γνωριστήκατε; Accept any description and explanation of the circumstances in which the candidate met his/her new neighbour. Possible tenses for maximum communication marks: past tense </td> <td data-bbox="1823 416 1935 584">2</td> </tr> <tr> <td data-bbox="338 584 439 719">✓2</td> <td data-bbox="439 584 1823 719"> Τι ενδιαφέρον κάνατε μαζί πρόσφατα; Accept special recreation activities other than daily routine activities. Possible tenses for maximum communication marks: past tense </td> <td data-bbox="1823 584 1935 719">2</td> </tr> <tr> <td data-bbox="338 719 439 855">✓3</td> <td data-bbox="439 719 1823 855"> Γιατί αυτό το παιδί είναι ξεχωριστό για σένα; Accept any opinion about the characteristics of the new neighbour. Possible tenses for maximum communication marks: present tense </td> <td data-bbox="1823 719 1935 855">2</td> </tr> <tr> <td data-bbox="338 855 439 991">✓4</td> <td data-bbox="439 855 1823 991"> Του αρέσει η καινούρια του γειτονιά; Γιατί ναι/γιατί όχι; Accept any opinions, explanations and ideas positive or negative about the new neighbourhood. Possible tenses for maximum communication marks: present tense </td> <td data-bbox="1823 855 1935 991">2</td> </tr> <tr> <td data-bbox="338 991 439 1118">✓5</td> <td data-bbox="439 991 1823 1118"> Τι θα κάνετε μαζί στις διακοπές σας; Accept any statement about the future plans the candidate has with the neighbour in the holidays. Possible tenses for maximum communication marks: future tense </td> <td data-bbox="1823 991 1935 1118">2</td> </tr> </tbody> </table> <p>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</p> <p>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</p>	Tick	Accept	Mark	✓1	Πώς γνωριστήκατε; Accept any description and explanation of the circumstances in which the candidate met his/her new neighbour. Possible tenses for maximum communication marks: past tense	2	✓2	Τι ενδιαφέρον κάνατε μαζί πρόσφατα; Accept special recreation activities other than daily routine activities. Possible tenses for maximum communication marks: past tense	2	✓3	Γιατί αυτό το παιδί είναι ξεχωριστό για σένα; Accept any opinion about the characteristics of the new neighbour. Possible tenses for maximum communication marks: present tense	2	✓4	Του αρέσει η καινούρια του γειτονιά; Γιατί ναι/γιατί όχι; Accept any opinions, explanations and ideas positive or negative about the new neighbourhood. Possible tenses for maximum communication marks: present tense	2	✓5	Τι θα κάνετε μαζί στις διακοπές σας; Accept any statement about the future plans the candidate has with the neighbour in the holidays. Possible tenses for maximum communication marks: future tense	2	30
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Question	Answer	Marks																		
3(b)	<p>Εργασία του σχολείου για το σπίτι</p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="338 352 1935 1118"> <thead> <tr> <th data-bbox="338 352 439 416">Tick</th> <th data-bbox="439 352 1823 416">Accept</th> <th data-bbox="1823 352 1935 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 416 439 552">✓1</td> <td data-bbox="439 416 1823 552"> Τι είδους εργασία για το σπίτι είχες τελευταία; Accept any reasonable statement about the kind of homework the candidate had recently. Possible tenses for maximum communication marks: past tense </td> <td data-bbox="1823 416 1935 552">2</td> </tr> <tr> <td data-bbox="338 552 439 683">✓2</td> <td data-bbox="439 552 1823 683"> Πώς εργάστηκες για να την ετοιμάσεις; Accept any reasonable explanation of how the work was carried out. Possible tenses for maximum communication marks: past tense </td> <td data-bbox="1823 552 1935 683">2</td> </tr> <tr> <td data-bbox="338 683 439 815">✓3</td> <td data-bbox="439 683 1823 815"> Ποια είναι η γνώμη σου για τις εργασίες για το σπίτι; Accept any reasonable opinion about homework. Possible tenses for maximum communication marks: present tense </td> <td data-bbox="1823 683 1935 815">2</td> </tr> <tr> <td data-bbox="338 815 439 951">✓4</td> <td data-bbox="439 815 1823 951"> Για ποιους λόγους το πιστεύεις αυτό; Accept any reasonable explanation supporting the candidate's view about homework. Possible tenses for maximum communication marks: present tense </td> <td data-bbox="1823 815 1935 951">2</td> </tr> <tr> <td data-bbox="338 951 439 1118">✓5</td> <td data-bbox="439 951 1823 1118"> Τι είδους σχολική εργασία για το σπίτι θα ήθελες να έχεις στο μέλλον; Accept any reasonable description and explanation about future homework as long as it is different from the homework described above. Possible tenses for maximum communication marks: future tense </td> <td data-bbox="1823 951 1935 1118">2</td> </tr> </tbody> </table> <p><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></p> <p><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></p>	Tick	Accept	Mark	✓1	Τι είδους εργασία για το σπίτι είχες τελευταία; Accept any reasonable statement about the kind of homework the candidate had recently. Possible tenses for maximum communication marks: past tense	2	✓2	Πώς εργάστηκες για να την ετοιμάσεις; Accept any reasonable explanation of how the work was carried out. Possible tenses for maximum communication marks: past tense	2	✓3	Ποια είναι η γνώμη σου για τις εργασίες για το σπίτι; Accept any reasonable opinion about homework. Possible tenses for maximum communication marks: present tense	2	✓4	Για ποιους λόγους το πιστεύεις αυτό; Accept any reasonable explanation supporting the candidate's view about homework. Possible tenses for maximum communication marks: present tense	2	✓5	Τι είδους σχολική εργασία για το σπίτι θα ήθελες να έχεις στο μέλλον; Accept any reasonable description and explanation about future homework as long as it is different from the homework described above. Possible tenses for maximum communication marks: future tense	2	30
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3(c)	<p>Χαμένος/Χαμένη σε ξένη πόλη</p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above</p> <table border="1" data-bbox="338 352 1935 1118"> <thead> <tr> <th data-bbox="338 352 439 416">Tick</th> <th data-bbox="439 352 1823 416">Accept</th> <th data-bbox="1823 352 1935 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="338 416 439 552">✓1</td> <td data-bbox="439 416 1823 552"> Περιγράψε τι ακριβώς έκανες μόλις έφτασες στην πόλη. Accept any reasonable description and explanation about any activity in the town centre. Possible tenses for maximum communication marks: past tense </td> <td data-bbox="1823 416 1935 552">2</td> </tr> <tr> <td data-bbox="338 552 439 716">✓2</td> <td data-bbox="439 552 1823 716"> Πότε κατάλαβες ότι χάθηκες; Accept any reasonable statement about the time or the moment the candidate realised he/she didn't know where he/she was. Possible tenses for maximum communication marks: past tense </td> <td data-bbox="1823 552 1935 716">2</td> </tr> <tr> <td data-bbox="338 716 439 852">✓3</td> <td data-bbox="439 716 1823 852"> Πώς αντέδρασες στην αρχή; Accept any reasonable reaction or feeling a person can have in this situation. Possible tenses for maximum communication marks: past tense </td> <td data-bbox="1823 716 1935 852">2</td> </tr> <tr> <td data-bbox="338 852 439 987">✓4</td> <td data-bbox="439 852 1823 987"> Τι έκανες μετά για να αντιμετωπίσεις την κατάσταση; Accept any reasonable decision or action to resolve the problem. Possible tenses for maximum communication marks: past tense </td> <td data-bbox="1823 852 1935 987">2</td> </tr> <tr> <td data-bbox="338 987 439 1118">✓5</td> <td data-bbox="439 987 1823 1118"> Πώς ένιωσες όταν ξαναβρέθηκες με τους συμμαθητές σου; Accept any reasonable feeling or emotion a person can have at the end of such an experience. Possible tenses for maximum communication marks: present tense </td> <td data-bbox="1823 987 1935 1118">2</td> </tr> </tbody> </table> <p>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</p> <p>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</p>	Tick	Accept	Mark	✓1	Περιγράψε τι ακριβώς έκανες μόλις έφτασες στην πόλη. Accept any reasonable description and explanation about any activity in the town centre. Possible tenses for maximum communication marks: past tense	2	✓2	Πότε κατάλαβες ότι χάθηκες; Accept any reasonable statement about the time or the moment the candidate realised he/she didn't know where he/she was. Possible tenses for maximum communication marks: past tense	2	✓3	Πώς αντέδρασες στην αρχή; Accept any reasonable reaction or feeling a person can have in this situation. Possible tenses for maximum communication marks: past tense	2	✓4	Τι έκανες μετά για να αντιμετωπίσεις την κατάσταση; Accept any reasonable decision or action to resolve the problem. Possible tenses for maximum communication marks: past tense	2	✓5	Πώς ένιωσες όταν ξαναβρέθηκες με τους συμμαθητές σου; Accept any reasonable feeling or emotion a person can have at the end of such an experience. Possible tenses for maximum communication marks: present tense	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 Question 3

In the case of an answer which is completely irrelevant to the chosen question (3(a) or 3(b) or 3(c)), a mark of 0 is given for Communication and for Language.

In cases where the chosen question was clearly attempted but communication of the set tasks was not achieved (e.g. due to inadequate language control), a score of 0 is given for Communication. Language marks (for Verbs and Other Linguistic Features) are based on any phrases that do communicate meaning.

Irrelevant material that has been included in an otherwise relevant answer does not score for Communication or for Verbs. Communication marks and Verb marks are awarded for the relevant parts of the answer only. The mark for Other Linguistic Features is based on the whole answer.

Appendix II: Communication – rules on how to decide whether a verb is accurate enough to convey meaning**Communication**

- an attempt at a verb is required for any communication mark to be awarded
- for QUESTION 2, candidates score 1 or 0 marks for each piece of relevant information they communicate. For a sentence/phrase to be considered for the award of a mark for communication, the verb must meet or go beyond the criteria outlined in B
- for QUESTION 3, candidates score 2, 1 or 0 marks for communicating each task. For the criteria the verb must fulfil in order for a sentence/phrase to be considered for the award of 2 marks for communication, see A below. For the criteria the verb must fulfil for a sentence/phrase to be considered for the award of 1 mark for communication, see B below.
- where a verb fits the criteria for C, the mark for communication is 0
- although some allowances are made for faulty verbs when awarding COMMUNICATION marks (see below); in order for a verb to score a LANGUAGE tick, it must be correct
- 'ticks' for communication are to be placed just above the end of the qualifying sentence/phrase

A QUESTION 3 ONLY: where THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS AND THE TIME FRAME IS APPROPRIATE 2 communication marks are awarded in the following cases

(i)	For 2 communication marks: accept a Present where a Future context is apparent	
	<i>του χρόνου ταξιδεύω στην Ελλάδα = 2 for communication.</i>	<i>(ταξιδεύω receives a tick for verb)</i>
(ii)	For 2 communication marks: accept the use of a Future when a Subjunctive would be correct and vice versa	
	<i>θέλω να πάω = θα πάω</i>	
(iii)	For 2 communication marks: accept a 'phonetic version' of the correct time frame	
	<i>θα περάση/θα παιράσουν τις διακοπές = 2 for communication Οι άνθρωποι σκέφτοντε/σκέψοις που = 2 for communication όταν άρχισε να πεζή = 2 for communication</i>	<i>(όταν άρχισε να πηζη = 1 for communication – να πηζη is not phonetic)</i>
(iv)	For 2 communication marks: accept the use of any past tense when a past is required, even when a different past tense would be grammatically correct or appropriate	
	Allow Perfect, Imperfect, Pluperfect or Present Historic. Ignore inconsistency of the Perfect and Past if it occurs.	

(v)	Errors of accent: award 2 communication marks	
	<i>μιλούμε/είναι/εχούμε</i> = 2 for communication	
(vi)	Single consonant where there should be double and vice versa: award 2 communication marks	
	<i>αλάζω/αλάζζω</i> = 2 for communication	
(vii)	In complex sentences, reward communication based on the verb in the subordinate clause and reward according to the normal rules (it is the information in the subordinate clause which fulfils the task)	
	<i>Ο φίλος μου είπε ότι είχε κτυπήσει το γόνατό του</i> = 2 for communication (in addition both verbs can receive a tick) <i>Ο φίλος μου λέει</i> (wrong tense) <i>ότι είχε κτυπήσει το γόνατό του</i> = 2 for communication (in addition second verb can receive a tick)	However, <i>ο φίλος μου είπε ότι κτυπάει το γόνατό του</i> = 1 for communication (see B(viii)) (in addition first verb can receive a tick) <i>Ο φίλος μου είπε ότι κακό γόνατο</i> = 0 for communication (no verb in subordinate clause) (first verb can receive a tick)
	<i>Νόμισα ότι ήμουν άρρωστος</i> = 2 for communication (in addition both verbs receive a tick)	However: <i>Νόμισα ότι είμαι άρρωστος</i> = 1 for communication (see B (viii)) <i>Νόμισα ότι έχω άρρωστος</i> = 0 for communication (see B (iv)) (In both cases, first verb can receive a tick)

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B QUESTIONS 2 AND 3: where THE VERB IS APPROPRIATE IN THE MEANING IT CONVEYS but is flawed in the following ways, the message is partially conveyed, and 1 communication mark will be awarded:

(i)	The candidate has produced a correct spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark	
	<p>Task: where <u>did</u> you go on holiday. Candidate writes: <i>Περνώ τις διακοπές στην Ελλάδα</i> <i>Θα περάσω τις διακοπές στην Ελλάδα</i></p> <p>All score 1 mark for communication</p>	<p>In both these cases <i>περνώ</i> is an appropriate choice of verb in terms of meaning. The task ('where did you go on holiday') requires a past tense (or phonetic version of a past tense) for 2 communication marks to be awarded: these versions do not meet this requirement. However, in both these cases the candidate has produced an existing part/tense/form of what is an appropriate verb and therefore 1 communication mark is awarded. Ticks are not scored for these verbs.</p>
	<p>Task: how <u>did</u> you and your friends react? Candidate writes: <i>Οι φίλοι μου είναι ευχαριστημένοι</i> <i>Ήμουν λυπημένος</i> <i>Έκλαιγαν</i></p> <p>All score 1 mark for communication</p>	
	<p>Task: what do you want to eat for lunch. Candidate writes. <i>Θέλω φάω τυρόπιτα = 1 for communication</i></p>	<p><i>Θέλω</i> = tick for verb</p>
	<p>Task: what will you do <u>next</u> year. Candidate writes: <i>Πέρσι ταξιδεύω στην Ελλάδα = 1 for communication</i> <i>Πέρσι θα πάω στην Ελλάδα = 1 for communication</i> <i>Τον άλλον χρόνο πήγαινα στην πόλη = 1 for communication</i></p>	<p><i>...ταξιδεύω...</i> verb is not rewarded as there is no future context <i>...θα πάω...</i> scores 1 tick for verb as the task requires a future <i>...πήγαινα...</i> verb does not receive a tick</p>
	<p><i>Τον επόμενο χρόνο να πάω στην πόλη = 1 for communication (να πάω is an appropriate verb, (subjunctive))</i></p>	<p><i>Τον επόμενο χρόνο πάου στην πόλη = 0 for communication (πάου is not any part of the verb πηγαίνω).</i></p>

(ii)	The candidate has produced a phonetic spelling of an inappropriate form/part/tense of an appropriate verb: award 1 communication mark	
	Task is to say what s/he enjoyed doing on holiday. Candidate writes: <i>Μου αρέσι το τένις</i> = 1 for communication (phonetic version of the incorrect tense (<i>μου αρέσει</i>) of an appropriate verb)	<i>μου αρέσου το τένις</i> = 0 for communication (<i>αρέσου</i> is not any form/part/tense of the verb <i>αρέσω</i>)
	Task is to say how s/he got home. Candidate writes: <i>Πέρνω το λεωφορείο</i> = 1 for communication (phonetic version of an incorrect part/tense (<i>παίρνω</i>) of an appropriate verb)	<i>περνού το λεωφορείο</i> = 0 for communication (<i>περνού</i> is not any form/part/tense (nor a phonetic version thereof) of the verb <i>παίρνω</i>)
(iii)	The following commonly seen inappropriate usages: award 1 communication mark	
	Accept for 1 mark <i>ο καιρός κάνει καλός</i> for <i>ο καιρός είναι καλός</i> <i>παρακολούθησα ένα θόρυβο</i> for <i>άκουσα ένα θόρυβο</i> <i>έκανα περίπατο στο σχολείο</i> for <i>πήγα στο σχολείο με τα πόδια</i> <i>παρακολούθησα ένα ατύχημα</i> for <i>είδα ένα ατύχημα</i>	Refuse <i>παρακολούθησα για τη τσάντα μου</i> for <i>κοίταξα για τη τσάντα μου</i>
(iv)	In complex sentences, consider the verb in the subordinate clause when awarding the mark for communication and reward according to the normal rules (see also A(vii))	
	<i>ο φίλος μου είπε ότι κτυπάει το γόνατό του</i> = 1 for communication	<i>κτυπάει το γόνατο</i> contains an appropriate verb in the wrong time frame which is awarded 1 mark for communication (in addition, first verb receives a tick).

C **QUESTIONS 2 AND 3: award 0 communication marks in the following cases:**

(i)	No attempt at a verb = 0 for communication	
	<i>Εγώ πόνδια στο σχολείο = 0 for communication</i> <i>Το κολύμπι η αρχή αύριο = 0 for communication</i>	
(ii)	The verb attempted delivers a message different from the desired one = 0 for communication	
	<i>ο πατέρας μου έχει δάσκαλο for ο πατέρας μου είναι δάσκαλος = 0 for communication</i>	
(iii)	The attempt at the verb is not a part/form of an appropriate verb or a phonetic rendition thereof = 0 for communication	
	<i>Τον επόμενο χρόνο πάου στην πόλη = 0 for communication (πάου is not any part of the verb πηγαίνω)</i> <i>περνού το λεωφορείο = 0 for communication (περνού is not any form/part/tense (nor a phonetic version thereof) of the verb παίρνω)</i>	
(iv)	There are two subjects = 0 for communication	
	<i>Νίκος αυτή αγαπά = 0 for communication</i>	