



GREEK

0543/04

Paper 4 Writing

May/June 2019

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 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **28** 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>	

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1	<p>Items to take when preparing for school.</p> <p>Accept any reasonable school or personal item: school item, clothing, cosmetics, accessories, entertainment, food item etc.</p> <table border="1" data-bbox="526 384 1749 1300"> <tbody> <tr> <td>μολύβι</td> <td></td> <td></td> <td></td> </tr> <tr> <td>βιβλίο</td> <td></td> <td></td> <td></td> </tr> <tr> <td>τετράδιο</td> <td></td> <td></td> <td></td> </tr> <tr> <td>λεξικό</td> <td></td> <td></td> <td></td> </tr> <tr> <td>χρήματα</td> <td></td> <td></td> <td></td> </tr> <tr> <td>κινητό</td> <td></td> <td></td> <td></td> </tr> <tr> <td>νερό</td> <td></td> <td></td> <td></td> </tr> <tr> <td>χτένα</td> <td></td> <td></td> <td></td> </tr> <tr> <td>σακίδιο</td> <td></td> <td></td> <td></td> </tr> <tr> <td>πρόγραμμα</td> <td></td> <td></td> <td></td> </tr> <tr> <td>σημειωματάριο</td> <td></td> <td></td> <td></td> </tr> <tr> <td>(σχολική) τσάντα</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	μολύβι				βιβλίο				τετράδιο				λεξικό				χρήματα				κινητό				νερό				χτένα				σακίδιο				πρόγραμμα				σημειωματάριο				(σχολική) τσάντα				5
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<p>Question 2</p> <p>Candidates are required to answer the question. 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 2.1. • Language: Award a mark out of 5, according to the instructions in 2.2. 		
2	<p><i>Write to your friend about your favourite hobby.</i></p> <p><u>2.1: Award a mark out of 10 for Communication</u></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 tasks must be covered to get the 10 communication marks:</p> <ul style="list-style-type: none"> • <u>If 1 of the tasks is missing</u>, the maximum communication mark is 9. • <u>If 2 of the tasks are missing</u>, the maximum communication mark is 8 (and so on). <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"> • Look for a verb (finite or infinitive) before awarding a mark. Lists without a verb will not score. • See Appendix II for rules on how to decide whether a verb is accurate enough to convey meaning. • For language other than verbs, use ‘rules’ in Question 1: look alike, sound alike, etc. • Misplaced adjectives, negatives and adverbs will not usually compromise communication. <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"> • δουλεύω μόνο τα σαββατοκύριακα από τις 11 το πρωί μέχρι τις 5 το απόγευμα = 1 mark (1 verb = a list of 3). • <u>δουλεύω</u> μόνο τα σαββατοκύριακα (1), <u>βοηθώ</u> στην κουζίνα (1), <u>σερβίρω</u> τους πελάτες (1) = 3 marks (3 verbs). <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>	15

Question	Answer	Marks														
2	<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> <table border="1" data-bbox="347 351 1921 1353"> <thead> <tr> <th data-bbox="347 351 481 414">Tick</th> <th data-bbox="481 351 1921 414">Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="347 414 481 582">✓1</td> <td data-bbox="481 414 1921 582"> <p>Ποιο είναι το αγαπημένο σου χόμπι; REWARD: any statement relating to spare-time hobbies or activities; e.g. football, reading, playing a musical instrument. Possible tenses for maximum communication marks: present tenses</p> </td> </tr> <tr> <td data-bbox="347 582 481 750">✓2</td> <td data-bbox="481 582 1921 750"> <p>Για ποιον λόγο σου αρέσει αυτό το χόμπι; REWARD: any statement explaining why the candidate likes this hobby; e.g. it is relaxing, interesting, enjoyable. Possible tenses for maximum communication marks: present tenses</p> </td> </tr> <tr> <td data-bbox="347 750 481 885">✓3</td> <td data-bbox="481 750 1921 885"> <p>Πόσο συχνά ασχολείσαι με αυτό; REWARD: any statement giving frequency or times; e.g. once a week, daily, every Tuesday. Possible tenses for maximum communication marks: present tenses</p> </td> </tr> <tr> <td data-bbox="347 885 481 1053">✓4</td> <td data-bbox="481 885 1921 1053"> <p>Τι ακριβώς κάνεις κάθε φορά; REWARD: any statement giving more details about the candidate's activity; e.g. meet with my friends in the park to play football; go to the library to borrow books; play in the school orchestra, practise in my room. Possible tenses for maximum communication marks: present tenses</p> </td> </tr> <tr> <td data-bbox="347 1053 481 1189">✓5</td> <td data-bbox="481 1053 1921 1189"> <p>Με ποιο άλλο χόμπι θα ασχοληθείς στο μέλλον; REWARD: any statement relating to another hobby or spare-time activity. Possible tenses for maximum communication marks: future tenses</p> </td> </tr> <tr> <td data-bbox="347 1189 481 1353">✓6</td> <td data-bbox="481 1189 1921 1353"> <p>και γιατί; REWARD: any statement explaining why the candidate wishes to take up this new hobby; e.g. my friends do it, I saw this on television, it might help me in my future work. Possible tenses for maximum communication marks: either present or past or future tenses</p> </td> </tr> </tbody> </table>	Tick	Accept	✓1	<p>Ποιο είναι το αγαπημένο σου χόμπι; REWARD: any statement relating to spare-time hobbies or activities; e.g. football, reading, playing a musical instrument. Possible tenses for maximum communication marks: present tenses</p>	✓2	<p>Για ποιον λόγο σου αρέσει αυτό το χόμπι; REWARD: any statement explaining why the candidate likes this hobby; e.g. it is relaxing, interesting, enjoyable. Possible tenses for maximum communication marks: present tenses</p>	✓3	<p>Πόσο συχνά ασχολείσαι με αυτό; REWARD: any statement giving frequency or times; e.g. once a week, daily, every Tuesday. Possible tenses for maximum communication marks: present tenses</p>	✓4	<p>Τι ακριβώς κάνεις κάθε φορά; REWARD: any statement giving more details about the candidate's activity; e.g. meet with my friends in the park to play football; go to the library to borrow books; play in the school orchestra, practise in my room. Possible tenses for maximum communication marks: present tenses</p>	✓5	<p>Με ποιο άλλο χόμπι θα ασχοληθείς στο μέλλον; REWARD: any statement relating to another hobby or spare-time activity. Possible tenses for maximum communication marks: future tenses</p>	✓6	<p>και γιατί; REWARD: any statement explaining why the candidate wishes to take up this new hobby; e.g. my friends do it, I saw this on television, it might help me in my future work. Possible tenses for maximum communication marks: either present or past or future tenses</p>	
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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="349 453 1919 1155"> <tbody> <tr> <td data-bbox="349 453 483 624">5</td> <td data-bbox="483 453 1919 624">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="349 624 483 746">4</td> <td data-bbox="483 624 1919 746">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="349 746 483 885">3</td> <td data-bbox="483 746 1919 885">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="349 885 483 983">2</td> <td data-bbox="483 885 1919 983">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="349 983 483 1072">1</td> <td data-bbox="483 983 1919 1072">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="349 1072 483 1155">0</td> <td data-bbox="483 1072 1919 1155">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</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.	
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<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="235 794 2049 992"> <tbody> <tr> <td data-bbox="235 794 392 858">2 ticks</td> <td data-bbox="392 794 2049 858">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="235 858 392 922">1 tick</td> <td data-bbox="392 858 2049 922">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="235 922 392 992">0 ticks</td> <td data-bbox="392 922 2049 992">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.
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Question	Answer	Marks																				
<p><u>3.2: Award a mark out of 8 for accurate use of Verbs</u></p>																						
<p>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.</p>																						
<p>(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.</p>																						
<p style="text-align: center;">Conversion table for accurate use of Verbs (Question 3)</p>																						
<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="790 587 1167 654">Number of ticks</th> <th data-bbox="1167 587 1442 654">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="790 654 1167 721">18+</td> <td data-bbox="1167 654 1442 721">8</td> </tr> <tr> <td data-bbox="790 721 1167 788">16, 17</td> <td data-bbox="1167 721 1442 788">7</td> </tr> <tr> <td data-bbox="790 788 1167 855">14, 15</td> <td data-bbox="1167 788 1442 855">6</td> </tr> <tr> <td data-bbox="790 855 1167 922">12, 13</td> <td data-bbox="1167 855 1442 922">5</td> </tr> <tr> <td data-bbox="790 922 1167 989">10, 11</td> <td data-bbox="1167 922 1442 989">4</td> </tr> <tr> <td data-bbox="790 989 1167 1056">8, 9</td> <td data-bbox="1167 989 1442 1056">3</td> </tr> <tr> <td data-bbox="790 1056 1167 1123">6, 7</td> <td data-bbox="1167 1056 1442 1123">2</td> </tr> <tr> <td data-bbox="790 1123 1167 1190">4, 5</td> <td data-bbox="1167 1123 1442 1190">1</td> </tr> <tr> <td data-bbox="790 1190 1167 1246">0, 1, 2, 3</td> <td data-bbox="1167 1190 1442 1246">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
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Question	Answer	Marks
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 (✓)	απαγορεύεστε (<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 ακους (✓)		

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 highlighter marking tool to underline a 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, etc.</i>). Also possessive pronouns (<i>τα δικά μας, το σχολείο τους, etc.</i>) and demonstrative pronouns (<i>αυτός, τέτοιος, etc.</i>) • Negatives. • A variety of prepositions (e.g. <i>με, σε, για, από, etc.</i>) • 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, όπως, μαζί, άσχημα, δυστυχώς, ευτυχώς, etc.</i>) and adverbs of quantity (e.g. <i>αρκετά, λίγο, πολύ, καθόλου, etc.</i>) • Use of conjunctions other than <i>και</i> (e.g. <i>ούτε, μήτε, ή, ενώ, αλλά, όμως, δηλαδή, ωστόσο, ότι, etc.</i>) • Subordinate clauses starting with <i>γιατί / επειδή</i> (conjunctions of cause), <i>ο οποίος / για τον οποίον, όποιος, όσος</i> (relative pronouns) . • Indirect or reported speech (<i>είπε ότι ...</i>) and clauses with (<i>ε</i>)<i>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		

Question	Answer	Marks																		
3(a)	<p><i>A festival in the town</i></p> <p><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="349 352 1924 1219"> <thead> <tr> <th data-bbox="349 352 483 416">Tick</th> <th data-bbox="488 352 1789 416">Accept</th> <th data-bbox="1794 352 1924 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 419 483 549">✓1</td> <td data-bbox="488 419 1789 549"> <p>Τι είδους φεστιβάλ είναι; Description of any kind of festival; e.g. dance festival, music festival, country fair, film festival etc. Possible tenses for maximum communication marks: expect present.</p> </td> <td data-bbox="1794 419 1924 549">2</td> </tr> <tr> <td data-bbox="349 552 483 715">✓2</td> <td data-bbox="488 552 1789 715"> <p>Τι ακριβώς κάνατε εκεί; Any description of the candidate's experience at the festival; e.g. we listened to music, we watched comedy films, talked to the performers etc. Possible tenses for maximum communication marks: past tenses.</p> </td> <td data-bbox="1794 552 1924 715">2</td> </tr> <tr> <td data-bbox="349 718 483 880">✓3</td> <td data-bbox="488 718 1789 880"> <p>Τι σου άρεσε περισσότερο από το φεστιβάλ; Any description of the most enjoyable part of the festival; e.g. when the singers asked us to join in, we met the actors from the film etc. Possible tenses for maximum communication marks: expect past.</p> </td> <td data-bbox="1794 718 1924 880">2</td> </tr> <tr> <td data-bbox="349 884 483 1046">✓4</td> <td data-bbox="488 884 1789 1046"> <p>Εξήγησε γιατί; Any explanation why this was the most enjoyable part; e.g. I don't often have a chance to do this, it was good to be with other people enjoying the activity etc. Possible tenses for maximum communication marks: present tenses.</p> </td> <td data-bbox="1794 884 1924 1046">2</td> </tr> <tr> <td data-bbox="349 1050 483 1212">✓5</td> <td data-bbox="488 1050 1789 1212"> <p>Με ποιον τρόπο θα βοηθήσει την πόλη σου το φεστιβάλ; Any explanation of the benefit of the festival to the candidate's town; e.g. it will bring tourists and money, it will be good entertainment for the town people, it will raise the profile of the town etc. Possible tenses for maximum communication marks: expect future.</p> </td> <td data-bbox="1794 1050 1924 1212">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> <u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></p>	Tick	Accept	Mark	✓1	<p>Τι είδους φεστιβάλ είναι; Description of any kind of festival; e.g. dance festival, music festival, country fair, film festival etc. Possible tenses for maximum communication marks: expect present.</p>	2	✓2	<p>Τι ακριβώς κάνατε εκεί; Any description of the candidate's experience at the festival; e.g. we listened to music, we watched comedy films, talked to the performers etc. Possible tenses for maximum communication marks: past tenses.</p>	2	✓3	<p>Τι σου άρεσε περισσότερο από το φεστιβάλ; Any description of the most enjoyable part of the festival; e.g. when the singers asked us to join in, we met the actors from the film etc. Possible tenses for maximum communication marks: expect past.</p>	2	✓4	<p>Εξήγησε γιατί; Any explanation why this was the most enjoyable part; e.g. I don't often have a chance to do this, it was good to be with other people enjoying the activity etc. Possible tenses for maximum communication marks: present tenses.</p>	2	✓5	<p>Με ποιον τρόπο θα βοηθήσει την πόλη σου το φεστιβάλ; Any explanation of the benefit of the festival to the candidate's town; e.g. it will bring tourists and money, it will be good entertainment for the town people, it will raise the profile of the town etc. Possible tenses for maximum communication marks: expect future.</p>	2	30
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Question	Answer	Marks																		
3(b)	<p>A family trip</p> <p>3.1: Award a mark out of 10 for Communication – see generic guidance above</p> <table border="1" data-bbox="349 352 1924 1321"> <thead> <tr> <th data-bbox="349 352 483 416">Tick</th> <th data-bbox="488 352 1789 416">Accept</th> <th data-bbox="1794 352 1924 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 419 483 584">✓1</td> <td data-bbox="488 419 1789 584"> <p>Πού πήγατε; Any information about the place that the candidate visited; e.g., my grandfather’s village, an island, a seaside town, to the countryside etc. Possible tenses for maximum communication marks: past tenses.</p> </td> <td data-bbox="1794 419 1924 584">2</td> </tr> <tr> <td data-bbox="349 587 483 751">✓2</td> <td data-bbox="488 587 1789 751"> <p>Τι δραστηριότητες κάνατε εκεί; Any details of activities the candidate did with his / her family; e.g. swam in the sea, had a meal with relatives, walked in the forest etc. Possible tenses for maximum communication marks: past tenses.</p> </td> <td data-bbox="1794 587 1924 751">2</td> </tr> <tr> <td data-bbox="349 754 483 919">✓3</td> <td data-bbox="488 754 1789 919"> <p>Για ποιον λόγο σου αρέσει να ταξιδεύεις με την οικογένειά σου; Any reason why the candidate likes family trips; e.g. to see new places, to get to spend time with my family, my parents always have good ideas about interesting places to visit etc. Possible tenses for maximum communication marks: present tenses.</p> </td> <td data-bbox="1794 754 1924 919">2</td> </tr> <tr> <td data-bbox="349 922 483 1086">✓4</td> <td data-bbox="488 922 1789 1086"> <p>Πού θα ήθελες να ταξιδέψεις στο μέλλον; Any statement about a possible future destination; e.g. I would like to go to Australia, I would like to have a holiday in a Greek island etc. Possible tenses for maximum communication marks: future tenses.</p> </td> <td data-bbox="1794 922 1924 1086">2</td> </tr> <tr> <td data-bbox="349 1090 483 1321">✓5</td> <td data-bbox="488 1090 1789 1321"> <p>Εξήγησε γιατί; Any explanation why the candidate would like to visit this place; e.g. it is an interesting country to visit, my friend told me it is a very beautiful place, we would be able to do a lot of activities as a family etc. Possible tenses for maximum communication marks: expect future, accept present or past for communication only.</p> </td> <td data-bbox="1794 1090 1924 1321">2</td> </tr> </tbody> </table> <p>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above 3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</p>	Tick	Accept	Mark	✓1	<p>Πού πήγατε; Any information about the place that the candidate visited; e.g., my grandfather’s village, an island, a seaside town, to the countryside etc. Possible tenses for maximum communication marks: past tenses.</p>	2	✓2	<p>Τι δραστηριότητες κάνατε εκεί; Any details of activities the candidate did with his / her family; e.g. swam in the sea, had a meal with relatives, walked in the forest etc. Possible tenses for maximum communication marks: past tenses.</p>	2	✓3	<p>Για ποιον λόγο σου αρέσει να ταξιδεύεις με την οικογένειά σου; Any reason why the candidate likes family trips; e.g. to see new places, to get to spend time with my family, my parents always have good ideas about interesting places to visit etc. Possible tenses for maximum communication marks: present tenses.</p>	2	✓4	<p>Πού θα ήθελες να ταξιδέψεις στο μέλλον; Any statement about a possible future destination; e.g. I would like to go to Australia, I would like to have a holiday in a Greek island etc. Possible tenses for maximum communication marks: future tenses.</p>	2	✓5	<p>Εξήγησε γιατί; Any explanation why the candidate would like to visit this place; e.g. it is an interesting country to visit, my friend told me it is a very beautiful place, we would be able to do a lot of activities as a family etc. Possible tenses for maximum communication marks: expect future, accept present or past for communication only.</p>	2	30
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Question	Answer	Marks																		
3(c)	<p data-bbox="349 215 806 247">Helping at a charity organisation</p> <p data-bbox="349 284 1444 316"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="349 352 1921 1220"> <thead> <tr> <th data-bbox="349 352 481 416">Tick</th> <th data-bbox="488 352 1787 416">Accept</th> <th data-bbox="1794 352 1921 416">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 421 481 584">✓1</td> <td data-bbox="488 421 1787 584"> <p data-bbox="499 432 913 464">Περιγράψε τι ακριβώς έκανες.</p> <p data-bbox="499 469 1742 533">Description of any activity done to raise money; e.g. prepared cakes for sale, collected money in the street, a sponsored walk etc.</p> <p data-bbox="499 537 1346 569">Possible tenses for maximum communication marks: past tenses.</p> </td> <td data-bbox="1794 421 1921 584">2</td> </tr> <tr> <td data-bbox="349 588 481 751">✓2</td> <td data-bbox="488 588 1787 751"> <p data-bbox="499 600 864 632">Τι είδους οργάνωση ήταν;</p> <p data-bbox="499 636 1760 700">Description of any charitable organisation; e.g. animal sanctuary, hospice, overseas development etc.</p> <p data-bbox="499 705 1346 737">Possible tenses for maximum communication marks: past tenses.</p> </td> <td data-bbox="1794 588 1921 751">2</td> </tr> <tr> <td data-bbox="349 756 481 884">✓3</td> <td data-bbox="488 756 1787 884"> <p data-bbox="499 767 837 799">Πόσα χρήματα μάζεψες;</p> <p data-bbox="499 804 1227 836">Any amount of money the candidate managed to collect.</p> <p data-bbox="499 841 1346 873">Possible tenses for maximum communication marks: past tenses.</p> </td> <td data-bbox="1794 756 1921 884">2</td> </tr> <tr> <td data-bbox="349 888 481 1051">✓4</td> <td data-bbox="488 888 1787 1051"> <p data-bbox="499 900 1171 932">Ποια ήταν η πιο δύσκολη στιγμή εκείνη τη μέρα;</p> <p data-bbox="499 936 1693 1000">Any description of a difficult moment of the day; e.g. I was worried because I am not good at baking, I was shy to approach people in the street.</p> <p data-bbox="499 1005 1346 1037">Possible tenses for maximum communication marks: past tenses.</p> </td> <td data-bbox="1794 888 1921 1051">2</td> </tr> <tr> <td data-bbox="349 1056 481 1219">✓5</td> <td data-bbox="488 1056 1787 1219"> <p data-bbox="499 1067 1153 1099">Περιγράψε πώς ένιωσες στο τέλος της ημέρας.</p> <p data-bbox="499 1104 1715 1168">Any description of the candidate's feelings and emotions; e.g. pleased to have raised so much money, very tired, looking forward to doing it again next year etc.</p> <p data-bbox="499 1173 1346 1204">Possible tenses for maximum communication marks: past tenses.</p> </td> <td data-bbox="1794 1056 1921 1219">2</td> </tr> </tbody> </table> <p data-bbox="349 1257 1496 1289"><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></p> <p data-bbox="349 1294 1545 1326"><u>3.3: Award a mark out of 12 for Other linguistic features – see generic guidance above</u></p>	Tick	Accept	Mark	✓1	<p data-bbox="499 432 913 464">Περιγράψε τι ακριβώς έκανες.</p> <p data-bbox="499 469 1742 533">Description of any activity done to raise money; e.g. prepared cakes for sale, collected money in the street, a sponsored walk etc.</p> <p data-bbox="499 537 1346 569">Possible tenses for maximum communication marks: past tenses.</p>	2	✓2	<p data-bbox="499 600 864 632">Τι είδους οργάνωση ήταν;</p> <p data-bbox="499 636 1760 700">Description of any charitable organisation; e.g. animal sanctuary, hospice, overseas development etc.</p> <p data-bbox="499 705 1346 737">Possible tenses for maximum communication marks: past tenses.</p>	2	✓3	<p data-bbox="499 767 837 799">Πόσα χρήματα μάζεψες;</p> <p data-bbox="499 804 1227 836">Any amount of money the candidate managed to collect.</p> <p data-bbox="499 841 1346 873">Possible tenses for maximum communication marks: past tenses.</p>	2	✓4	<p data-bbox="499 900 1171 932">Ποια ήταν η πιο δύσκολη στιγμή εκείνη τη μέρα;</p> <p data-bbox="499 936 1693 1000">Any description of a difficult moment of the day; e.g. I was worried because I am not good at baking, I was shy to approach people in the street.</p> <p data-bbox="499 1005 1346 1037">Possible tenses for maximum communication marks: past tenses.</p>	2	✓5	<p data-bbox="499 1067 1153 1099">Περιγράψε πώς ένιωσες στο τέλος της ημέρας.</p> <p data-bbox="499 1104 1715 1168">Any description of the candidate's feelings and emotions; e.g. pleased to have raised so much money, very tired, looking forward to doing it again next year etc.</p> <p data-bbox="499 1173 1346 1204">Possible tenses for maximum communication marks: past tenses.</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 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.

See separate document for more detailed guidance on irrelevant material.

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 παίρσουν 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	
	μιλούμε / είναι / εχούμε = 2 for communication	
(vi)	Single consonant where there should be double and vice versa: award 2 communication marks	
	αλάζω / αλάζζω = 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)	
	<p><i>Ο φίλος μου είπε ότι είχε κτυπήσει το γόνατό του = 2 for communication (in addition both verbs can receive a tick)</i></p> <p><i>Ο φίλος μου λέει (wrong tense) ότι είχε κτυπήσει το γόνατό του = 2 for communication (in addition second verb can receive a tick)</i></p>	<p>However, <i>ο φίλος μου είπε ότι κτυπάει το γόνατό του = 1 for communication (see B(viii)) (in addition first verb can receive a tick)</i></p> <p><i>Ο φίλος μου είπε ότι κακό γόνατο= 0 for communication (no verb in subordinate clause) (first verb can receive a tick)</i></p>
	<p><i>Νόμισα ότι ήμουν άρρωστος = 2 for communication (in addition both verbs receive a tick)</i></p>	<p>However:</p> <p><i>Νόμισα ότι είμαι άρρωστος = 1 for communication (see B (viii))</i></p> <p><i>Νόμισα ότι έχω άρρωστος = 0 for communication (see B (iv))</i></p> <p>(In both cases, first verb can receive a tick)</p>

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</i> = 1 for communication</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</i> = 1 for communication <i>Πέρσι θα πάω στην Ελλάδα</i> = 1 for communication <i>Τον άλλον χρόνο πήγαινα στην πόλη</i> = 1 for communication</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</i> = 1 for communication (να πάω is an appropriate verb, (subjunctive))</p>	<p><i>Τον επόμενο χρόνο πάου στην πόλη</i> = 0 for communication (<i>πάου</i> is not any part of the verb <i>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 πόδια 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>	