



Cambridge IGCSE™

GREEK

0543/04

Paper 4 Writing

May/June 2020

MARK SCHEME

Maximum Mark: 50

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

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

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

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

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
<p>Question 1</p>	<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	<p data-bbox="331 240 1016 277">You are doing your shopping at the supermarket</p> <p data-bbox="331 312 1406 349">Accept any reasonable supermarket food or drink item. Examples are given below.</p> <table border="1" data-bbox="331 376 938 1166"> <tbody> <tr> <td data-bbox="331 376 636 440">ψωμί</td> <td data-bbox="636 376 938 440">νερό</td> </tr> <tr> <td data-bbox="331 440 636 504">γάλα</td> <td data-bbox="636 440 938 504">μπίρα</td> </tr> <tr> <td data-bbox="331 504 636 568">ζάχαρη</td> <td data-bbox="636 504 938 568">τσάι</td> </tr> <tr> <td data-bbox="331 568 636 632">ελιές</td> <td data-bbox="636 568 938 632">καφές</td> </tr> <tr> <td data-bbox="331 632 636 695">τυρί</td> <td data-bbox="636 632 938 695">σοκολάτα</td> </tr> <tr> <td data-bbox="331 695 636 759">βούτυρο</td> <td data-bbox="636 695 938 759">χυμός</td> </tr> <tr> <td data-bbox="331 759 636 823">καρότα</td> <td data-bbox="636 759 938 823">φρούτα</td> </tr> <tr> <td data-bbox="331 823 636 887">πατάτες</td> <td data-bbox="636 823 938 887">λαχανικά</td> </tr> <tr> <td data-bbox="331 887 636 951">αβγά</td> <td data-bbox="636 887 938 951">μήλα</td> </tr> <tr> <td data-bbox="331 951 636 1015">κρασί</td> <td data-bbox="636 951 938 1015">πορτοκάλια</td> </tr> <tr> <td data-bbox="331 1015 636 1078">μαρμελάδα</td> <td data-bbox="636 1015 938 1078">ροδάκινα</td> </tr> <tr> <td data-bbox="331 1078 636 1142">κρεμμύδια</td> <td data-bbox="636 1078 938 1142">σταφύλια</td> </tr> </tbody> </table> <p data-bbox="1541 1198 1951 1235" style="text-align: right;">Total for Question 1: 5 marks</p>	ψωμί	νερό	γάλα	μπίρα	ζάχαρη	τσάι	ελιές	καφές	τυρί	σοκολάτα	βούτυρο	χυμός	καρότα	φρούτα	πατάτες	λαχανικά	αβγά	μήλα	κρασί	πορτοκάλια	μαρμελάδα	ροδάκινα	κρεμμύδια	σταφύλια	5
ψωμί	νερό																									
γάλα	μπίρα																									
ζάχαρη	τσάι																									
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μαρμελάδα	ροδάκινα																									
κρεμμύδια	σταφύλια																									

Question	Answer	Marks
Question 2	<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.	

Question	Answer	Marks
2	<p><i>Write to your friend about your school</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> <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>	15

Question	Answer		Marks
2	Tick	Accept	
	✓1	<p>Πού είναι το σχολείο σου;</p> <p>REWARD: any statement relating to the location of a school e.g. in the centre of the town, opposite the town hall etc.</p>	
	✓2	<p>Περιγράψε το σχολείο σου.</p> <p>REWARD: any statement relating to the buildings, the size, the population and the kind of a school e.g. a large / two-storey building, with a small courtyard, vocational / music school etc.</p>	
	✓3	<p>Ποιο μάθημα σου αρέσει περισσότερο;</p> <p>REWARD: any statement relating to a particular lesson e.g. I prefer Information Technology to other lessons, I enjoy History lessons etc.</p>	
	✓4	<p>Εξήγησε γιατί.</p> <p>REWARD: any reasonable explanation e.g. I love computers, I've always been fascinated by the past etc.</p>	
	✓5	<p>Τι δραστηριότητες θα κάνετε την ερχόμενη εβδομάδα στο σχολείο σου μετά τα μαθήματα;</p> <p>REWARD: any statement relating to extra-curricular activities next week e.g. practice with my football team, rehearsals for our school's music performance</p>	

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> (Appendix 1)).</p> <p>Grade descriptors for Language (Question 2)</p> <table border="1" data-bbox="336 480 1865 1110"> <tbody> <tr> <td data-bbox="336 480 398 647">5</td> <td data-bbox="398 480 1865 647">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="336 647 398 783">4</td> <td data-bbox="398 647 1865 783">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="336 783 398 919">3</td> <td data-bbox="398 783 1865 919">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="336 919 398 983">2</td> <td data-bbox="398 919 1865 983">A few phrases or short sentences are accurate enough to be comprehensible. Very simple sentence structure.</td> </tr> <tr> <td data-bbox="336 983 398 1046">1</td> <td data-bbox="398 983 1865 1046">Disjointed words or short phrases, one or two of them accurate enough to be comprehensible.</td> </tr> <tr> <td data-bbox="336 1046 398 1110">0</td> <td data-bbox="398 1046 1865 1110">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.	
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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="181 823 1697 975"> <tbody> <tr> <td data-bbox="181 823 320 874">2 ticks</td> <td data-bbox="320 823 1697 874">Message clearly communicated. Minor errors (adjective endings, use of prepositions etc.) are tolerated.</td> </tr> <tr> <td data-bbox="181 874 320 925">1 tick</td> <td data-bbox="320 874 1697 925">Communication of some meaning is achieved, but the message may be ambiguous or incomplete.</td> </tr> <tr> <td data-bbox="181 925 320 975">0 ticks</td> <td data-bbox="320 925 1697 975">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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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																				
<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" data-bbox="792 616 1447 1286"> <thead> <tr> <th data-bbox="792 616 1169 683">Number of ticks</th> <th data-bbox="1169 616 1447 683">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="792 683 1169 750">18+</td> <td data-bbox="1169 683 1447 750">8</td> </tr> <tr> <td data-bbox="792 750 1169 817">16, 17</td> <td data-bbox="1169 750 1447 817">7</td> </tr> <tr> <td data-bbox="792 817 1169 884">14, 15</td> <td data-bbox="1169 817 1447 884">6</td> </tr> <tr> <td data-bbox="792 884 1169 951">12, 13</td> <td data-bbox="1169 884 1447 951">5</td> </tr> <tr> <td data-bbox="792 951 1169 1018">10, 11</td> <td data-bbox="1169 951 1447 1018">4</td> </tr> <tr> <td data-bbox="792 1018 1169 1085">8, 9</td> <td data-bbox="1169 1018 1447 1085">3</td> </tr> <tr> <td data-bbox="792 1085 1169 1152">6, 7</td> <td data-bbox="1169 1085 1447 1152">2</td> </tr> <tr> <td data-bbox="792 1152 1169 1219">4, 5</td> <td data-bbox="1169 1152 1447 1219">1</td> </tr> <tr> <td data-bbox="792 1219 1169 1286">0, 1, 2, 3</td> <td data-bbox="1169 1219 1447 1286">0</td> </tr> </tbody> </table>			Number of ticks	Mark	18+	8	16, 17	7	14, 15	6	12, 13	5	10, 11	4	8, 9	3	6, 7	2	4, 5	1	0, 1, 2, 3	0
Number of ticks	Mark																					
18+	8																					
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8, 9	3																					
6, 7	2																					
4, 5	1																					
0, 1, 2, 3	0																					

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 (✓)	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 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 καθιστερηση (<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		
(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)).	
(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.	
(iii)	Consider the extent to which the following are used correctly and appropriately when assessing the candidate’s control of structures: <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 οποίο, 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. 	
<p data-bbox="168 1177 1771 1209">^{^^}subordinate clauses, linking words, object pronouns, comparative adjectives/adverbs, strong negatives usually error free.</p> <p data-bbox="168 1214 1599 1246">*spelling of common words, genders, adjectival agreements and basic prepositions are almost always correct.</p> <p data-bbox="1451 1281 2074 1414" style="text-align: right;"> Total for Communication: 10 marks Total for Verbs: 8 marks Total for Other linguistic features: 12 marks Total for Question 3: 30 marks </p>		

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3(a)	<p data-bbox="331 244 689 276"><i>Sports and young people</i></p> <p data-bbox="331 312 1417 344"><u>3.1: Award a mark out of 10 for Communication – see generic guidance above</u></p> <table border="1" data-bbox="331 379 1944 1246"> <thead> <tr> <th data-bbox="331 379 432 443">Tick</th> <th data-bbox="432 379 1832 443">Accept</th> <th data-bbox="1832 379 1944 443">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="331 443 432 611">✓1</td> <td data-bbox="432 443 1832 611"> <p data-bbox="450 464 1088 496">Περιγράψε το άθλημα που έκανες μέχρι τώρα.</p> <p data-bbox="450 499 1776 563">Description of any kind of sport; e.g. football, basketball, tennis, gymnastics, running etc. the candidate took part in.</p> <p data-bbox="450 566 1294 598">Possible tenses for maximum communication marks: expect past</p> </td> <td data-bbox="1832 443 1944 611">2</td> </tr> <tr> <td data-bbox="331 611 432 778">✓2</td> <td data-bbox="432 611 1832 778"> <p data-bbox="450 632 1171 663">Τι σου άρεσε περισσότερο στο άθλημα που έκανες;</p> <p data-bbox="450 667 1783 730">Accept any reasonable explanation about what the candidate liked most e.g. I was good at it, I liked the team work, it was an activity different from studying etc.</p> <p data-bbox="450 734 1294 766">Possible tenses for maximum communication marks: expect past</p> </td> <td data-bbox="1832 611 1944 778">2</td> </tr> <tr> <td data-bbox="331 778 432 946">✓3</td> <td data-bbox="432 778 1832 946"> <p data-bbox="450 799 880 831">Γιατί θέλεις να το σταματήσεις;</p> <p data-bbox="450 834 1753 898">Accept any reasonable explanation why the candidate wants to stop the sport e.g. I am too busy with school work, I have a health problem etc.</p> <p data-bbox="450 901 1671 933">Possible tenses for maximum communication marks: expect present tense, past also accepted</p> </td> <td data-bbox="1832 778 1944 946">2</td> </tr> <tr> <td data-bbox="331 946 432 1082">✓4</td> <td data-bbox="432 946 1832 1082"> <p data-bbox="450 967 1435 999">Τι πλεονεκτήματα υπάρχουν όταν ασχολείται κανείς με τον αθλητισμό;</p> <p data-bbox="450 1002 1686 1034">Accept any reasonable advantage of doing sports e.g. improve one's health, work in a team etc.</p> <p data-bbox="450 1037 1335 1069">Possible tenses for maximum communication marks: expect present</p> </td> <td data-bbox="1832 946 1944 1082">2</td> </tr> <tr> <td data-bbox="331 1082 432 1246">✓5</td> <td data-bbox="432 1082 1832 1246"> <p data-bbox="450 1102 1435 1134">Τι θα έκανε τους νέους να ασχοληθούν περισσότερο με τον αθλητισμό;</p> <p data-bbox="450 1137 1686 1201">Accept any reasonable suggestions or ideas e.g. expanding / improving sports facilities in every neighbourhood, realising the benefits of doing sports etc.</p> <p data-bbox="450 1204 1312 1236">Possible tenses for maximum communication marks: expect future</p> </td> <td data-bbox="1832 1082 1944 1246">2</td> </tr> </tbody> </table> <p data-bbox="331 1286 1485 1318"><u>3.2: Award a mark out of 8 for accurate use of Verbs – see generic guidance above</u></p> <p data-bbox="331 1355 1536 1386"><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="450 464 1088 496">Περιγράψε το άθλημα που έκανες μέχρι τώρα.</p> <p data-bbox="450 499 1776 563">Description of any kind of sport; 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✓2	<p data-bbox="450 624 920 655">Ποιο ακριβώς ήταν το πρόβλημα;</p> <p data-bbox="450 655 1783 727">Accept description of any reasonable problem they might come up against while they were camping out e.g. bad weather, not enough food, lost their way etc.</p> <p data-bbox="450 727 1290 759">Possible tenses for maximum communication marks: expect past</p>	2																		
✓3	<p data-bbox="450 791 943 823">Ποια ήταν η πρώτη σας αντίδραση;</p> <p data-bbox="450 823 1603 863">Accept any reasonable reaction to the situation e.g. frustration, fear, panic, screaming etc.</p> <p data-bbox="450 863 1290 895">Possible tenses for maximum communication marks: expect past</p>	2																		
✓4	<p data-bbox="450 927 1167 959">Τι κάνατε μετά για να αντιμετωπίσετε το πρόβλημα;</p> <p data-bbox="450 959 1783 1031">Accept any reasonable action to solve the problem e.g. they changed plans, they had to eat nuts for the rest of their stay etc.</p> <p data-bbox="450 1031 1290 1062">Possible tenses for maximum communication marks: expect past</p>	2																		
✓5	<p data-bbox="450 1094 1234 1126">Πώς νιώθεις τώρα που τελείωσε εκείνη η δύσκολη μέρα;</p> <p data-bbox="450 1126 1805 1198">Accept any sensible emotion or thought stemming from this experience e.g. relief, how lucky we were, we should always be very careful when camping out</p> <p data-bbox="450 1198 1335 1230">Possible tenses for maximum communication marks: expect present</p>	2																		

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 περάσει/θα παίρσουν τις διακοπές = 2 for communication Οι άνθρωποι σκέφτοντε/σκέμους που = 2 for communication όταν άρχισε να πεζι = 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>μιλόυμε/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 (wrong tense) 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)

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 <i>πηγαίνω</i>).</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>περπατώ τον σκύλο = 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>	