BOARD OF STUDIES

NEW SOUTH WALES

1999 HSC
Modern Greek
Notes from the Examination Centre

Contents

1999 Higher School Certificate
Modern Greek
Notes from the Examination Centre

2 Unit Z

Listening and Speaking Examinations

Listening Skills   (25 marks)

General Comments

On the whole the standard in this examination continues to be high. The majority of candidates appeared well prepared, although weaker candidates encountered difficulties with vocabulary and English expression. In general, credit was given for evidence of global comprehension.

Specific Comments

Item 1 and 3

Most candidates chose the correct response.

Item 2

This item discriminated well between those candidates who knew dates and family member vocabulary and those who did not.

Item 4

Most candidates responded well to this item although the location details and the International Airport were challenging.

Item 5

Most candidates responded well but some omitted relevant details such as 'by boat' or one of the features of the destination.

Item 6

This was generally well answered. Most candidates were familiar with Greek dishes and their ingredients. 'Stuffed tomatoes' proved a little difficult for some.

Item 7

Most candidates were well prepared for train and ticket vocabulary.

Item 8

Most candidates were familiar with time expressions. The telephone number was not handled as well.

Item 9

Most candidates understood 'Christmas holidays'. However, weaker candidates did not understand 'free stay at a hotel for one night'.

Item 10

Well answered. Most candidates knew the vocabulary related to school subject.

Item 11

Most responded correctly.

Item 12

Part (a)   Well answered except for the word 'sales' which some did not know.

Part (b)   Most provided some articles of clothing but not accompanying adjectives 'white' or 'leather'.

Item 13

Well answered although some did not know 'medicine' or 'to become an actress'.

Item 14

Most were familiar with the vocabulary associated with job applications.

Speaking Skills   (10 marks)

General Comments

The candidates demonstrated a broad knowledge of the language required by the test. The confidence and fluency of most candidates was on the whole quite impressive.

Specific Comments

Most candidates responded to all the situations. Situations I, II and V in particular were well done. The situations which proved challenging were III and IV. Words such as 'appetizers', 'a present', 'size 46', 'rent *a* house', 'confirm travel times and destinations' were challenging to some candidates.

Reading Skills (Reading Aloud)   (10 marks)

General Comments

The reading passage was completed by all candidates. The passage was on the whole well attempted and most presented a fluent and expressive reading style - while demonstrating an understanding of the passage. The foreign names Πιερ ντε Κουμπερταί and the other proper nouns in Greek were at times quite challenging for some candidates.

Some candidates in their eagerness to finish quickly, stumbled over some words.

Words such as διαρκούσαν, αναβίωσε, μεταφέρεται, τελούνται, ο ποιητής were difficult for some.

However, the majority of candidates displayed a high level of fluency and performed very well in this section.

Written Examination – Section I – Reading Skills (45 Marks)

General Comments

Overall candidates performed well in this section and clearly demonstrated their knowledge.

Questions generally were answered well.

Question 1

Well answered. The word χιτώνα posed a problem for some candidates.

Question 2

This passage was well handled by most candidates. The most difficult concept was παγκόσμιο διαγωνισμό σαξόφωνου.

Question 3

Some candidates found αντιηλιακή κρέμα difficult to translate and simply said 'cream' while others did not answer part (f) as fully as required.

Question 4

Part (a)   A very well answered question.

Part (b)   Most candidates found this to be the easiest question – particularly the five ingredients.

Candidates are reminded that they need to be thoroughly familiar with basic vocabulary items such as colours, numbers, school subjects, food items, etc to be well equipped for 2 Unit Z Reading Skills.

Section II – Writing Skills   (10 marks)

Question 5, 6 and 7

General Comments

Most candidates coped well with this section of the examination.

The overall standard of the writing responses was good with the best responses demonstrating an impressive range of vocabulary and understanding of Greek grammar and syntax.

Equal numbers of candidates attempted the letter and the dialogue while only a few attempted the composition. Better responses demonstrated a variety of vocabulary and grammatical structures.

Most candidates responded well and appropriately to the stimulus material. Candidates are reminded that they should avoid repeating phrases from the stimulus text. Colloquial phrases and a good control of the letter format were often evident in the best responses.

The majority of candidates demonstrated a reasonable command of written Greek. While candidates demonstrated a good command of register and structure, there were problems with spelling and accentuation.

Fluency of expression was better than in previous years.

2/3 Unit (Common)

Listening and Speaking Examinations

Listening Skills   (25 marks)

General Comments

- Candidates need to be aware of the requirements of each question and answer accordingly, ie 'What?' needs a different response to 'Why?'.

- In multiple choice and true or false questions candidates must provide only **one** answer.

- Question 9 required 'fox hunting' as a response. Some candidates wrote a few sentences. Candidates are advised that the space allocated gives some indication of the length of the response required.

- Candidates are advised to familiarise themselves with Greek numbers and percentages. Numbers were often reproduced incorrectly.

- Candidates should be warned of giving alternative answers by transliterating, eg 'diastima' or 'analysis' (Question 8) or 'anorexia'.

- In general, candidates performed well and were able to clearly demonstrate their knowledge.

Speaking Skills   (15 marks)

General Comments

In section 1, many Anglicisms were used by the candidates:

- κοιτάω πάνω σ'αυτόν ... instead of τον θαυμάζω
- εικόνα was used instead of κάδρο
- την ιστορία από πίσω μας instead of την καταγωγή μας

Candidates responded well in Section II as they could relate to the topics that were selected. Some errors among the weaker responses included:

- ελληνικοί μετανάστες instead of έλληνες μετανάστες
- **την** Ακρόπολη instead of στην Ακρόπολη
- έχω έξι άτομα στην οικογένεια μου instead of είναι έξι άτομα στην οικογένειά μου
- Θέλω να μπω στο γυμνάσιο instead of θέλω να μπω στο πανεπιστήμιο
- Θέλω να παντρέψω Ελληνίδα instead of θέλω να παντρευτώ Ελληνίδα
- πρέπω / πρέπουν, πρέπει / πρέπει
- agreement with article, adjectives, nouns, - βλέπω δύο άνθρωποι, βλέπω δύο ανθρώπους

In Section II, many candidates requested that the first question be repeated or explained.
Similarly, in Question 3, many candidates spoke about their parents, ie mother/father rather than a 'famous person' as was asked.
The second part η τηλεόραση was handled relatively well by the majority of candidates.

Written Examination

Section I Language   (30 marks)

Reading Skills   (10 marks)

Question 1

Specific Comments

Overall, candidates performed well in this section and clearly demonstrated their knowledge.

Part (a)

This question was well answered with most candidates giving all information required. Some candidates however supported their answers by quoting in Greek rather than analysing.

Part (b)

The word θηλαστικά for this answer was unfamiliar to most candidates. The word έκτο (cardinal number) was unfamiliar to some candidates. Candidates are advised to be familiar with the cardinal and ordinal numbers.

Part (c)

This question was very well answered.

Part (d)

For this question, knowledge of these vocabulary items was required – ανθίζει, σπόροι, θρέψουν, μετακινηθούν.

Part (e)

This question was well answered.

Part (f)

Some candidates had difficulty translating προστατευόμενες περιοχές.

Writing Skills   (20 marks)

Question 2

General Comments

Most candidates demonstrated a good understanding of the question and attempted to answer all parts.

Better responses showed a clear understanding of the demands of the question and expressed ideas using a sophisticated vocabulary such as: διεξαχνούν, διαρκέσει, Φεστιβάλ Νεολαίας, διοργανώσω, διοργανωτής, πρωθυπουργός, Ολυμπιονίκες, ψυχαγωγία, κουλτούρα.

These responses also displayed flair and originality. Spelling and syntax were also very good.

Average responses satisfied the requirements of the question and displayed a sound grasp of language structures and grammar. However, there was some awkwardness in expression and inconsistencies in spelling and accentuation. The most common errors were:

- lack of agreement between adjectives and nouns, articles and nouns
- wrong use of tenses
- spelling of noun and verb endings.

Below average responses did not deal with the question as asked. Spelling and accentuation, syntax and grammar were weak and the communication of ideas was poor. The following proved difficult for these candidates:

- correct use of gender, number, tenses of verbs, prepositions
- agreement between article, adjective and noun
- use of Greek vocabulary items such as: οργανωτής, φεστιβάλ, νεολαία, υπεύθυνος/–η.

Section II Options   (30 marks)

Question 3   Prose (15 marks)   Γ. Ιωάννου, Η λυσσασμένη αγελάδα

Part (a)

On a superficial level this question was generally well answered. Candidates however had difficulty with the deeper symbolism of 'categorization' – one of the concerns of the short story. Candidates generally did not link the statement (the quote) to the concerns raised in the short story.

Part (b)

Most candidates knew 'who' frequented the restaurant but many candidates did not know 'why'. The second part of the question was not answered adequately.

Part (c)

Most candidates discussed the idea of belonging as seen through the character of the narrator. Candidates discussed the aspect of categorization, but discussion was rather limited.

Part (d)

Candidates identified the stylistic devices but did not demonstrate an understanding of their effects, instead, they treated the devices rather superficially, with no links to, or examples from, the passages or the short story.

Part (e)

Candidates did not answer this question well. Although candidates summarized the main points of their chosen stories they did not provide sufficient information about Ioannou's time and the problems of this era. Candidates were limited in their ability to link the points made to the general concerns of the short stories they chose to discuss.

Candidates tended to write about the themes in the stories rather than to link these to the problems in Ioannou's era.

Question 4   (15 marks)

Part (a)   Poetry   Γ. Ρίτσος, Επιτάφιος

Candidates who focused on the poem in the question and who provided details in relation to each question displayed a sound understanding of Ritsos' poetry.

Subsection (i)

This question was generally well answered. However, many candidates did not address the political aspect of the question, ie the Metaxa dictatorship and the conditions that were imposed under this regime.

Subsection (ii)

Many candidates interpreted the question both in relation to Poem VII and on the Mother's dealing with her grief in Poem VIII. Better responses referred to the poem given in the paper, providing satisfactory responses which included examples and discussion.

Subsection (iii)

Candidates who discussed the effect rather than translating the quote were more successful in dealing with the question. This question served as a good discriminator between the candidates.

Subsection (iv)

Most candidates drew a good parallel between this poem and the title, and some were able to elaborate effectively.

Subsection (v)

Candidates generally provided good examples of the use of nature in the poem given as well as one other. However, those able to support their response by discussing the effect of these references performed better.

Part 4 (b) Song – Μ. Χριστοδουλίδη, Ες γην εναλίαν Κύπρον

Overall, most candidates responded confidently and accurately to the questions.

Generally, candidates demonstrated a thorough knowledge of the main themes and conveyed their ideas effectively.

Subsection (iii) was well answered by most candidates while responses to subsections (i) and (ii) could have been more developed. Specific references could have been made to support responses, particularly the references to loss and suffering in subsection (ii).

In subsection (v) most candidates discussed the reference to μπόρες in detail and on a metaphorical level.

Question 5 – Drama   (15 marks) – Ι. Καμπανέλλη, Η Αυλή των θαυμάτων

This question was attempted by the majority of candidates and was successfully answered by most of them.

Part (a)

Most candidates found this question challenging. Although candidates described the situation in regard to the letter and identified the writer, they did not analyse its significance adequately.

Part (b)

Dora's character was described well. However, most candidates did not discuss how representative she was of her generation.

Part (c)

Candidates made reference to Iordanis' dramatic monologues but did not expand on the symbolic aspects. In the second part of the question, most candidates identified various symbolic aspects of the play but provided only limited analysis of the symbolism.

Part (d)

Most candidates demonstrated a thorough knowledge of the characters of Stratos and Stelios. The responses were elaborate and examples were used to justify their character portrayal. Many candidates were able to compare and contrast the characters quite adequately.

Part (e)

The discussion of the social and political climate of Greece in the 1950s was most impressive, as was the candidates' understanding of life in the courtyard. Candidates supported their statements effectively by giving many relevant examples from the play.

Most candidates described either the sociopolitical climate or the hardships faced by the characters in the courtyard. However, few candidates actually drew a link between both aspects.

3 Unit (Additional)

Speaking Examinations

Speaking Skills   (10 marks)

General Comments

Most candidates demonstrated a good understanding of the issues dealt with in the text and expressed their opinion quite well.

The most common characteristics of expression which distinguished weaker responses from more sophisticated responses were as follows:

Vocabulary

Many candidates responded using the vocabulary of the given text. However, they did not extend beyond these vocabulary items.

Some candidates experienced difficulty with some words in the set questions eg ο θεσμός, οι παράγοντες, οι μικτοί γάμοι.

Syntax

Many candidates constructed sentences that were syntactically incorrect eg να παντρέψουν rather than να παντρευτούν.

Grammar

Poor control of case, gender, number, tense of verbs, prepositions, agreement of adjective - noun.

Written Paper   (40 Marks)

Section I – Literature

Question 1   Literary Extract - Β. Κολοβού, Θυμάσαι, πατέρα   (20 Marks)

Part (a)

This question was well answered. Candidates demonstrated a thorough knowledge of both the Skretas' and Papayiannis' families and the political division in the village. Some candidates however tended to describe a πανηγύρι rather than wedding preparations as indicated in the extract.

Part (b)

Most candidates identified Samaras and what he represented, providing many appropriate examples to justify their responses.

eg   - Samaras was a communist; a guerilla fighter who had been imprisoned

- Samaras represented a new way of thinking; was a symbol of change

Part (c)

This question was answered extremely well. Candidates raised many points highlighting the portrayal of Papayiannis and provided excellent examples.

eg   - Papayannis was ruthless, selfish, dishonourable

The better responses also identified that Papayannis was not respected by many villagers and was often seen as a trouble maker.

Part (d)

Most candidates understood the question and answered adequately. The candidates who excelled were those who provided examples of **both** traditions upheld and traditions opposed by specific characters in the novel.
Examples of traditional values upheld by the young people included respect for their elders and observation of subservience of women.
Examples of the young people challenging the older generation and breaking away from past hatreds were Stella standing up to her father and Aristidis disagreeing with his father (Papayiannis) in public.

Part (e)

Generally, most candidates provided an example of true friendship in the novel and explained it adequately. However, the first part of the question seemed quite challenging as candidates gave a general definition of friendship rather than referring to the quote itself. Examples of relationships between friends included that of Lefteris and Hardalias; Samaras and Yianos.

Part (f)

This question proved most challenging for the candidates. Most candidates discussed the significance of the title. The candidates who excelled were those that provided a thorough analysis of the author's purpose, ie the author remembering significant events of his childhood; the degree of admiration and respect for his father; the patriarchal society.

Section II – Language

Question 2   Writing Task   (10 Marks)

The majority of candidates demonstrated a clear understanding of the demands of the question and displayed originality of thoughts on the given topic. Better responses presented a coherent piece of writing that demonstrated competent use of language.

Examples of common mistakes included:

Vocabulary

- the main noun αποδοχή proved challenging for most candidates. Better responses which understood the word, simplified it as δέχομαι or να δεχτούμε and thus avoided errors in syntax and agreement.

- Vocabulary such as συγκεκριμένα, τελειώνοντας, ολοκληρώνοντας, συμπερασματικά, etc. was used to impress rather than to support the argument.

- Use of anglicisms.

Syntax

- Lack of confidence in using the correct cases and number agreement, gender agreement, incorrect verb endings, incorrect use of passive voice verbs, incorrect use of prepositions in structures such as: πρέπουν, πρέπουμε, αρέσουμε, τους καλές φίλα, να αποδοχήσουμε, αποδοχούν, πολλές φιλίες (rather than φυλές - races).

- Use of the question as well as the expressions αποδοχή προτωνικών διαφορών, αποδοχή Φυλετικών διαφορών etc., with no relation to the argument eg πρέπει να αποδοχήσουμε προσωπικών διαφορών.

- **Incorrect use of the monotonic system**

- **Incorrect punctuation**

- **Spelling** – this was poorly handled by most candidates.

   Although the subject/topic proved challenging, most candidates gave examples indicating they related to this topic. Candidates discussed different issues in a logical manner.

Question 3   **Translation**   **(10 Marks)**

The majority of candidates produced a coherent translation. The better responses included a more sophisticated vocabulary and the translation flowed well.

Difficulties were encountered in translating the following vocabulary items:

- magazines – μαγαζίνα, περοδικά, παροδικά instead of περιοδικά

- writing paper – χαρτί γραψίματος instead of χαρτί αλληλογραφίας

- names of countries – Ενωμένες Πολιτείες, Ενωμένα Έθνη
  – Ενωμένοι Νομοί, Τσίνα, Γκύνα, Σβέϊντεν, Σβέντεν, Σουαδία
  instead of Ηνωμένες Πολιτείες, Ηνωμένα έθνη, Κίνα, Σουηδία

- kilogram – χιλιογραμμάρι, κιλογραμμάριο instead of κιλό

- amount – πόσο instead of ποσό

- prosperous – πρόσπερες, φόσφερος instead of εύπορη, πλούσια

- certain plants – βέβαια/ κάτι λουλούδια, δέντρα, φύτρα instead of
  ορισμένα/συγκεκριμένα φυτά

In many instances candidates avoided the use of the genitive case, eg housing insulation, world's use of paper.

Also, the omission of the article in the following:

- paper was first made – χαρτί πρωτοέγινε instead of το χαρτί πρωτοέγινε

- the amount – Ποσό instead of το ποσό

The following were common spelling errors:

- παραδήγματος χαρει instead of παραδείγματος χάρη
- χρησιμοποιούμαι instead of χρησιμοποιούμε
- πιο πολλή instead of πιο πολύ
- χαρτή instead of χαρτί
- κράτι instead of κράτη
- ερώτησει instead of ερώτηση

The following words and expressions were good discriminators with the better responses translating them successfully:

- in fact – Στην πραγματικότητα
- the use – η κατανάλωση, η χρήση
- prosperous – πλούσια, εύπορη
- the amount of – ποσό, ποσότητα
- of certain plants – συγκεκριμένων, ορισμένων