

2001 HSC Notes from
the Examination Centre
Modern Greek

© 2002 Copyright Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales.

This document contains Material prepared by the Board of Studies NSW for and on behalf of the State of New South Wales. The Material is protected by Crown copyright.

All rights reserved. No part of the Material may be reproduced in Australia or in any other country by any process, electronic or otherwise, in any material form or transmitted to any other person or stored electronically in any form without the prior written permission of the Board of Studies NSW, except as permitted by the *Copyright Act 1968*. School candidates in NSW and teachers in schools in NSW may copy reasonable portions of the Material for the purposes of bona fide research or study.

When you access the Material you agree:

- to use the Material for information purposes only
- to reproduce a single copy for personal bona fide study use only and not to reproduce any major extract or the entire Material without the prior permission of the Board of Studies NSW
- to acknowledge that the Material is provided by the Board of Studies NSW
- not to make any charge for providing the Material or any part of the Material to another person or in any way make commercial use of the Material without the prior written consent of the Board of Studies NSW and payment of the appropriate copyright fee
- to include this copyright notice in any copy made
- not to modify the Material or any part of the Material without the express prior written permission of the Board of Studies NSW.

The Material may contain third party copyright materials such as photos, diagrams, quotations, cartoons and artworks. These materials are protected by Australian and international copyright laws and may not be reproduced or transmitted in any format without the copyright owner's specific permission. Unauthorised reproduction, transmission or commercial use of such copyright materials may result in prosecution.

The Board of Studies has made all reasonable attempts to locate owners of third party copyright material and invites anyone from whom permission has not been sought to contact the Copyright Officer, ph (02) 9367 8289, fax (02) 9279 1482.

Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111

Fax: (02) 9367 8484

Internet: <http://www.boardofstudies.nsw.edu.au>

ISBN 1 74099 089 7

2002107

Contents

Beginners Examination	6
Section I – Reading Aloud.....	6
Section II – Speaking Skills.....	6
Section II – Listening Skills.....	7
Written Examination	7
Section I – Reading Skills.....	7
Section II – Writing Skills	8
Continuers Examination	8
Speaking Skills.....	8
Section I – Listening and Responding.....	8
Section II – Reading and Responding	9
Section III – Writing in Modern Greek	9
Extension Examination.....	10
Oral Examination	10
Section I – Response to Prescribed Text	10
Section II – Writing in Modern Greek.....	11

2001 HSC NOTES FROM THE EXAMINATION CENTRE MODERN GREEK

Introduction

This document has been produced for the teachers and candidates of the Stage 6 courses in Modern Greek. It provides comments with regard to responses to the 2001 Higher School Certificate Examination, indicating the quality of candidate responses, and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2001 Higher School Certificate Examination, the marking guidelines, and other support documents, which have been developed by the Board of Studies to assist in the teaching and learning of Modern Greek.

Beginners Examination

Speaking Skills

Section I – Reading Aloud

General Comments

Most candidates performed well in this section and were able to complete the reading of the text.

- Words such as: *taxydromos*, *krevatiou*, *horepsame*, were good discriminators.
- Candidates were at ease with the passage because they were able to relate to the topic area of celebrations.
- The length of the passage gave candidates a fair opportunity to demonstrate their skills.
- It was evident that the less able candidates were not as familiar with consonants *ps*, *he*, *ksi*, and the diphthongs *ou* and *gk*.

Section II – Speaking Skills

General Comments

- The examination provided a good variety of topic areas, which enabled candidates to demonstrate their ability.
- Candidates were familiar with the topic areas, which prompted spontaneous responses.
- More able candidates accurately conveyed the meaning of the cues, while less able candidates had difficulty choosing the appropriate vocabulary and forming simple sentence structures.
- Common errors included: *tin aresi tin Athina*, *to patera einai giatros*, *poso ores tha kanei*, *to tiketo*, the articles: *to patera*, *to Athina*, *to Santorini* and the verb *aresei*: *areso na pao stin thalassa*.

Section II – Listening Skills

Questions 1 – 12

General Comments

- Overall candidates performed well in this section.
- Although Question 1 seemed an easy question, the majority of candidates became confused with the specifics of the question.
- Questions 2–6, 8 and 9 were answered well.
- In Question 7, the 26 degrees was understood by candidates. However the weather description was not identified.
- Questions 11 and 12 acted as discriminators. Candidates had to provide a lot of information to answer two parts.

Written Examination

Section I – Reading Skills

Specific Comments

Question 1

Almost all candidates answered correctly. Most candidates understood the question and answered satisfactorily.

Question 1(c)

A more challenging question that gave more able candidates the opportunity to demonstrate their knowledge of the language.

Question 2

Part (c) discriminated between candidates well and part (e) was a good global question which identified band 5–6 candidates.

Question 3

Overall, candidates responded well to the passage in this question.

Question 4

This passage enabled candidates to demonstrate their capacity to understand general and specific aspects of the text and to convey the information accurately and appropriately.

Section II – Writing Skills

Questions 5–8

- Overall, candidates performed well in this section, demonstrating appropriate use of vocabulary and a variety of language structures.
- The communication of a small number of candidates was limited through use of anglicisms, single words and English syntax.
- Some candidates confused word tenses, eg *tha fagame, thelo na feugo stin kyriaki*.
- In some cases there was lack of agreement between articles and nouns eg *ena zaketa, e domatia*.
- Spelling errors were common.
- In some cases candidates confused letters and included Greek letters.

Continuers Examination

Speaking Skills

- The majority of candidates were at ease and confident with the speaking skills examination. They could relate well to the topic area of ‘personal world’.
- The vast majority of candidates were placed in the higher performance bands.
- The best responses contained sophisticated vocabulary and expression and were in-depth responses to the questions asked.
- A number of candidates lacked sufficient knowledge of the vocabulary commonly associated with the syllabus topics.
- Candidates had difficulty in the following areas: use of the verbs *aresei* and *prepei*, agreement between article and noun, use of the genitive case. The use of anglicisms and English words, such as ‘just’, ‘you know’, and ‘like’.

Section I – Listening and Responding

Questions 1–10

- Most candidates performed well in this section.
- The first five questions were answered well and eased the candidates into the exam.
- Question 6 was more challenging and required specific information.
- Questions 7 and 8 were also more challenging. Less able students found these questions more difficult.

Section II – Reading and Responding

Part A

Question 11

This question was well answered by most candidates. Better candidates gave more detailed answers to questions.

Question 12

This question was well answered by the majority of candidates. Part (c) was a good discriminator. Most candidates demonstrated depth in their analysis and evaluation of Sophia's thoughts.

Part B

Question 13

- Most candidates demonstrated depth and breadth in their presentation and development of relevant information. However, few candidates displayed extensive knowledge and understanding of vocabulary and sentence structure.
- Use of the dictionary seemed only to hamper rather than facilitate expression.
- Most responses in this section employed more creative language.
- The majority of candidates understood the requirements of the question and answered accordingly.
- A number of responses demonstrated weaknesses in syntax.

Section III – Writing in Modern Greek

Questions 14 and 15

- For Question 14, candidates did not appear to favour either (a) or (b) over the other.
- Both questions proved challenging; however, candidates adhered to the required format.
- Better-prepared candidates demonstrated accuracy of vocabulary and sentence structure.
- The responses revealed a lack of understanding of grammatical/morphological concepts and syntax.
- Once again use of the dictionary created more problems in expression, as candidates used words in the wrong context.
- For Question 15, candidates did not appear to favour either (a) or (b) over the other.
- Vocabulary and sentence structure was on the whole unvaried. Almost all clauses constructed were simple.
- Although most of the candidates satisfied the requirements of the question, some candidates did not demonstrate depth and breadth in their presentation and development of the relevant information.
- Less able candidates tended not to use persuasive and discursive language in their responses.
- Generally the responses revealed the basic understanding of grammatical and morphological concepts and syntax.

- Some candidates had difficulty with noun and adjective agreement, the correct use of the verb, voice and mood of the verb etc.
- Some use of anglicisms was evident in weaker responses.

Extension Examination

Oral Examination

- Overall the candidates were well prepared to discuss the prescribed issues. They were able to present their ideas confidently.
- A number of candidates did not present or support a point of view. Instead they simply narrated their own personal experiences. For example they spoke of travels to Greece, or retold the story of prescribed songs or any other related texts studied in class.
- Candidates need to use their preparation time effectively in order to address the question or make the necessary notes to assist them with the monologue.

Section I – Response to Prescribed Text

Part A

General Comments

Most candidates responded well in this section, showing they had a good knowledge of the text.

Specific Comments

- (a) Most candidates were able to identify the event referred to in this song ie the Asia Minor Catastrophe. However some candidates could not discuss the social implications of the Asia Minor Catastrophe.
- (b) Candidates were generally able to discuss the symbolic significance of the mirror. However they could not do so in great detail.
- (c) Most candidates were able to identify the addressee but could not clearly explain the experience of the addressee. Very few made references to the text.
- (d) Most candidates could identify the musical instruments and were able to discuss the singer's voice, but could not link these to the mood, thus not showing a perceptive analysis of the music and the experiences described in the text.
- (e) Most candidates referred to the historical facts rather than referring to the issue of searching for identity. A large number of candidates neglected to develop the comparison component of the question.

Part B

General Comments

- Overall, candidates demonstrated a comprehensive understanding of the song.
- Although most candidates had a good understanding of the song, they did not convey their ideas well due to poor expression.
- Some candidates did not interpret the question correctly and, rather than addressing the letter to their critic, addressed it to a friend, an employer, or a family member.
- A number of candidates addressed the issue of oppression in the work place rather than peer pressure in society in general.
- Some candidates mentioned peer pressure in general but did not make references to the song.
- Better responses were original and demonstrated a perceptive understanding of the text.
- Weaker responses struggled to elaborate effectively and demonstrated a very basic understanding of the prescribed text.
- A number of candidates made use of the dictionary but used words out of context.
- Use of anglicisms was a common problem.

Section II – Writing in Modern Greek

Questions 3 and 4

- An approximately equal number of candidates attempted each question.
- Most candidates presented and supported a point of view demonstrating accuracy and variety of vocabulary and sentence structure.
- Although candidates who responded to Question 3 made fewer errors, they treated this question in a rather superficial manner at times.
- Candidates who attempted Question 4 focused more on the significance of the family rather than its impact on one's identity.
- Vocabulary and sentence structure was on the whole unvaried. Almost all clauses constructed by candidates were simple.
- The majority of candidates satisfied the requirements of the question.
- Some candidates did not demonstrate breadth and depth in the treatment of the question.

Modern Greek Beginners

2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
Speaking Skills Examination: Section I			
1	10	Family Celebrations	H2.4
Section II			
2	2	Meeting People	H1.1, H2.1, H2.2
3	2	Travelling by Public Transport	H1.2, H2.1, H2.2, H2.3
4	3	Communicating by Telephone	H2.1, H2.3, H2.4
5	3	Meeting People/Homelife	H2.1, H2.3
Listening Skills Examination			
1	1	Communicating by Telephone	H3.1, H3.2, H3.3
2	1	Using Public Services	H3.1, H3.3
3	1	Home Life	H3.1, H3.2, H3.3
4	2	Home Life	H3.1, H3.3
5	2	Home Life	H3.1, H3.2, H3.3
6	2	School Environment	H3.1, H3.3
7	2	Public Services	H3.1
8	3	Using Public Services	H3.1
9	1	Communicating by Telephone	H3.1, H3.3
10	3	Home Life	H3.1, H3.2, H3.3
11	3	Going on a Holiday	H3.1, H3.2, H3.3
12	4	Shopping	H3.1, H3.2, H3.3

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
Written Examination			
<u>Section I – Reading Skills</u>			
1(a)	1	Home Life	H3.1, H3.3
1(b)	1	Home Life	H3.1, H3.3
1(c)	3	Home Life	H3.1, H3.3
2(a)	1	Holiday/Travel	H3.1, H3.3
2(b)	2	Holiday/Travel	H3.1, H3.3
2(c)	2	Holiday/Travel	H3.1, H3.3
2(d)	1	Holiday/Travel	H3.1, H3.3
2(e)	2	Holiday/Travel	H3.1, H3.3
2(f)	4	Holiday/Travel	H3.1, H3.3
3(a)	6	School or Work Environment – (Table)	H3.1, H3.3
3(b)	3	School or Work Environment	H3.1, H3.3
3(c)	2	School or Work Environment	H3.1, H3.3
3(d)	2	School or Work Environment	H3.1, H3.3
4(a)	1	Family Celebrations	H3.1, H3.3
4(b)	1	Family Celebrations	H3.1, H3.3
4(c)	2	Family Celebrations	H3.1, H3.3
4(d)	2	Family Celebrations	H3.1, H3.3
4(e)	2	Family Celebrations	H3.1, H3.3
4(f)	3	Family Celebrations	H3.1, H3.3
4(g)	4	Family Celebrations	H3.1, H3.3
<u>Section II – Writing Skills</u>			
5	10	Guided Dialogue - (Summer Holidays in Greece)	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8, H3.3
6	10	Letter – (Summer Holidays in Australia)	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
7	10	Composition – (Shopping)	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
8	10	Dialogue – (Leisure Activities)	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

2001 HSC Modern Greek Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies where Yianna is going	1

Question 2

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• D	1

Question 3

Outcomes assessed: H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
• Identifies the request	1

Question 4 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 4 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• 91564322	1

Question 5*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies two activities	2
• Identifies one activity	1

Question 6 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• (C)	1

Question 6 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies one concern	1

Question 7*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Provides both aspects of the weather forecast	2
• Provides one relevant aspect	1

Question 8 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• (A)	1

Question 8 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Clearly identifies two aspects of the description with all relevant detail	2
• Identifies one aspect with detail or two aspects without detail	1

Question 9*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• (D)	1

Question 10 (a)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• (A)	1

Question 10 (b)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies two features of the garden with relevant detail OR three features, without detail	2
• Identifies one feature of the garden with details OR two features without detail	1

Question 11*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies four complete reasons	3
• Identifies three complete reasons or four unexpanded answers i.e., cheap, beaches, food, climate	2
• Identifies two complete reasons or three unexpanded answers	1

Question 12 (a)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Fully explains the reasons for customer's dissatisfaction	3
• Explains some of the reasons	2
• Provides one relevant reason	1

Question 12 (b)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies resolution	1

2001 HSC Modern Greek Beginners Marking Guidelines — Speaking Skills

Section I — Reading Aloud (10 marks)

Question 1

Outcomes assessed: H2.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Communicates confidently and fluently with correct intonation and pronunciation Competently and accurately recognises Modern Greek script and rules of accentuation 	9 – 10
<ul style="list-style-type: none"> Demonstrates good oral reading skills, with some minor inaccuracies 	7 – 8
<ul style="list-style-type: none"> Reads coherently, but pauses regularly, with some repetitions and mispronunciations 	5 – 6
<ul style="list-style-type: none"> Demonstrates basic recognition of Modern Greek script Regularly pauses, repeats words/phrases and mispronounces Greek Has some difficulties with diphthongs and some letters 	3 – 4
<ul style="list-style-type: none"> Demonstrates limited recognition of Modern Greek script Frequently hesitates and makes errors in pronunciation Confuses use of diphthongs and alphabets and frequently uses anglicisms 	1 – 2

Section II — Speaking Skills (10 marks)

Question 2

Outcomes assessed: H1.1, H2.1, H2.2

MARKING GUIDELINES

Criteria	Marks
• Uses Greek accurately to convey the meaning of the cues	2
• Conveys the gist of most of the cues in comprehensible, but not necessarily accurate Greek	1

Question 3

Outcomes assessed: H1.2, H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
• Uses Greek accurately to convey the meaning of the cues	2
• Conveys the gist of most of the cues in comprehensible, but not necessarily accurate Greek	1

Question 4

Outcomes assessed: H2.1, H2.3, H2.4

MARKING GUIDELINES

Criteria	Marks
• Uses Greek accurately to convey the meaning of the cues	3
• Demonstrates an appropriate range of language and structures	
• Uses Greek adequately to convey the meaning of the cues	2
• Conveys the gist of most of the cues in comprehensible, but not necessarily accurate Greek	1

Question 5

Outcomes assessed: H2.1, H2.3

MARKING GUIDELINES

Criteria	Marks
• Uses Greek accurately to convey the meaning of the cues	3
• Demonstrates an appropriate range of language and structures	
• Uses Greek adequately to convey the meaning of the cues	2
• Conveys the gist of most of the cues in comprehensible, but not necessarily accurate Greek	1

2001 HSC Modern Greek Beginners Marking Guidelines — Written Examination

Section I — Reading Skills (15 marks)

Question 1 (a)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 1 (b)

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Fishing	1

Question 1 (c)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the grandfather's contribution to the household by describing his garden• Provides relevant detailed examples from the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of the grandfather's contribution to the household• Provides at least two relevant examples from the text	2
<ul style="list-style-type: none">• Demonstrates limited understanding of the grandfather's contribution OR <ul style="list-style-type: none">• Provides at least one relevant example from the text	1

Question 2 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates an understanding of destination's proximity to Athens	1

Question 2 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Describes in detail what can be seen	2
<ul style="list-style-type: none">• Demonstrates partial understanding by detailing one aspect of what can be seen	1

Question 2 (c)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Provides a detailed description of at least two of the features of the houses	2
<ul style="list-style-type: none">• Demonstrates partial understanding by describing in detail at least one of the features of the houses	1

Question 2 (d)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• (D)	1

Question 2 (e)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an understanding of modes of transportation, by presenting all examples in the text	2
• Provides two modes of getting around the island	1

Question 2 (f)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the essence of the text • Evaluates the enthusiastic, excited tone of the passage • Identifies and explains language features that underline Sophia's enjoyment • Provides details and explains relevant references to the text	4
• Demonstrates an understanding of the text • Refers to the tone of the passage • Mentions some language features • Provides some relevant references to the text	3
• Demonstrates limited understanding of the text • Provides at least one to two relevant references to the text	1-2

Question 3 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a clear understanding of specific vocabulary items• Correctly identifies all details in the table	3
<ul style="list-style-type: none">• Correctly identifies 4 to 5 entries	2
<ul style="list-style-type: none">• Correctly identifies 2 to 3 entries	1

Question 3 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a global understanding of the text and the ability to extract relevant information• Provides detailed references to the text	4
<ul style="list-style-type: none">• Demonstrates an understanding of the text• Provides at least three relevant details from the text	3
<ul style="list-style-type: none">• Demonstrates partial understanding of the text• Provides at least two relevant details from the text	2
<ul style="list-style-type: none">• Demonstrates limited understanding of the text• Provides at least one relevant detail from the text	1

Question 3 (c)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Identifies at least four relevant details of what both girls hope to do	4
<ul style="list-style-type: none">• Identifies at least three relevant details	3
<ul style="list-style-type: none">• Identifies at least two relevant details	2
<ul style="list-style-type: none">• Identifies at least one relevant detail	1

Question 3 (d)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a clear understanding of the subtleties of the language used.• Identifies the feelings of each girl's parents	2
<ul style="list-style-type: none">• Identifies in detail the feelings of one girl's parents OR• Demonstrates partial understanding by providing minimal details of both cases	1

Question 4 (a)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Birthdays	1

Question 4 (b)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• (C)	1

Question 4 (c)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Identifies the features that make George's uncle's tavern special• Provides all features of the tavern	2
<ul style="list-style-type: none">• Demonstrates limited understanding• Identifies one feature with details, OR• Identifies at least two features with limited or no detail	1

Question 4 (d)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies whom George is bringingExplains in detail reason for bringing her	2
<ul style="list-style-type: none">Identifies personProvides one explanation	1

Question 4 (e)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies two of Aggeliki's parents' concernsProvides all relevant details	2
<ul style="list-style-type: none">Identifies one of parents' concernsProvides relevant details	1

Question 4 (f)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a perceptive understanding of Nikos' dilemmaPerceptively exemplifies this dilemma with Nikos' desire not to upset his motherProvides detailed explanation of all aspects of his conflict with his mother	3
<ul style="list-style-type: none">Demonstrates an understanding of Nikos' dilemmaProvides detailed explanation of at least two aspects of his conflict	2
<ul style="list-style-type: none">Demonstrates a limited understanding of Nikos' dilemma by citing references to at least two aspects of his conflict	1

Question 4 (g)*Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive ability to analyse the emotions and reactions of each of the people• Supports answer with detailed explanation and references from the text	4
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the emotions and reactions of at least three of the people• Provides supporting evidence from the text	3
<ul style="list-style-type: none">• Demonstrates a partial understanding of the feelings of at least two of the people• Provides some details from the text, OR <ul style="list-style-type: none">• Provides reactions with no supporting evidence	2
<ul style="list-style-type: none">• Demonstrates limited understanding of the text• Provides details of at least one of the people's reactions, OR <ul style="list-style-type: none">• Identifies only the emotions of one or two of the people, with no supporting evidence	1

Section II — Writing Skills (10 marks)**Question 5***Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates the use of appropriate vocabulary and sophisticated language structures• Demonstrates a high degree of accuracy with only minor errors• Sequences and structures information coherently and effectively	9 – 10
<ul style="list-style-type: none">• Demonstrates the use of appropriate vocabulary and language structures• Demonstrates a degree of accuracy with occasional (sometimes even significant) errors• Sequences and structures information effectively	7 – 8
<ul style="list-style-type: none">• Uses only basic vocabulary and simple language structures• Demonstrates some consistency in the use of language, with more frequent errors, but communication is generally achieved• Organises and sequences some information	5 – 6
<ul style="list-style-type: none">• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax• Achieves limited communication, using single words, set formulae and anglicisms to express information• Demonstrates little evidence of organisation and sequencing	3 – 4
<ul style="list-style-type: none">• Uses single words, set phrases in isolation and anglicisms• Barely addresses cues• Demonstrates minimal knowledge of vocabulary and language structures	1 – 2

Section II (continued)

Questions 6–8

Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates a wide range of vocabulary and language structures • Demonstrates a high degree of accuracy with only minor errors • Sequences and structures ideas and information effectively • Correctly observes all conventions of the discourse form 	9 – 10
<ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates some variety of vocabulary and language structures • Demonstrates a degree of accuracy with occasional (sometimes even significant) errors • Sequences and structures ideas and information coherently • Observes all conventions of the discourse form 	7 – 8
<ul style="list-style-type: none"> • Presents some relevant information, ideas and/or opinions • Uses only basic vocabulary and simple language structures • Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication • Organises and sequences some information • Generally observes conventions of the discourse form 	5 – 6
<ul style="list-style-type: none"> • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Achieves limited communication, using single words, set formulae and anglicisms to express information • Demonstrates little evidence of organisation and sequencing • Is often repetitive • Rarely observes conventions of the discourse form 	3 – 4
<ul style="list-style-type: none"> • Uses single words, set phrases in isolation and anglicisms • Barely addresses topic • Demonstrates minimal knowledge of vocabulary and language structures 	1 – 2

Modern Greek Continuers

2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
Oral Examination			
	20	Conversation Covering Student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Section I: Listening and Responding			
1	1	Lifestyles (Public Announcement)	H3.1, H3.2
2	1	World of Work (Dialogue)	H3.1, H3.2
3	1	Lifestyles (Announcement)	H3.1, H3.2
4	1	Relationships (Phone Message)	H3.1, H3.2
5	3	People and Events – The Arts (Radio Announcement)	H3.1, H3.2
6	4	World of Work (Dialogue)	H3.1, H3.2
7	3	Leisure, Arts (Dialogue)	H3.1, H3.2
8	3	Lifestyles, Leisure (Dialogue)	H3.1, H3.2
9	4	Special Traditions – Easter (Dialogue)	H3.1, H3.2
10	4	Lifestyles/World of Work (News Item)	H3.1, H3.2
Section II: Reading and Responding			
Part A			
11a	1	Youth Issues (Letter)	H3.1, H3.2
11b	2	Youth Issues (Letter)	H3.1, H3.2
11c	2	Youth Issues (Letter)	H3.1, H3.2
11d	2	Youth Issues (Letter)	H3.1, H3.2
11e	3	Youth Issues (Letter)	H3.1, H3.2
12a	1	Migrant Experience (Dialogue)	H3.1, H3.2
12b	2	Migrant Experience (Dialogue)	H3.1, H3.2
12c	3	Migrant Experience (Dialogue)	H3.1, H3.2
12d	2	Migrant Experience (Dialogue)	H3.1, H3.2
12e	3	Migrant Experience (Dialogue)	H3.1, H3.2
12f	4	Migrant Experience (Dialogue)	H3.1, H3.2
Part B			
13	15	Personal Identity - Letter – Personal Identity - School Experience	H1.1, H1.2, H1.3, H1.4
Section III: Writing in Modern Greek			
14a	6	Relationships – Celebration – Special Events - Recount	H2.1, H2.2, H2.3
14b	6	Personal Identity – Description	H2.1, H2.2, H2.3
15a	9	Lifestyles – Postcard	H2.1, H2.2, H2.3
15b	9	Relationships – Diary Entry	H2.1, H2.2, H2.3

2001 HSC Modern Greek Continuers Marking Guidelines — Oral Examination

Conversation (20 marks)

Outcomes assessed: H1.1, H1.2, H1.3, H1.4, H2.1, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Communicates confidently and fluently with correct intonation and pronunciation Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure 	17 – 20
<ul style="list-style-type: none"> Communicates effectively, with some degree of fluency and authenticity Responds with relevant information and a range of relevant opinions and/or comment Responds with a range of vocabulary and structures, but with some minor inaccuracies 	13 – 16
<ul style="list-style-type: none"> Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary Responds with relevant information and opinions 	9 – 12
<ul style="list-style-type: none"> Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors Presents some relevant information, opinions or ideas 	5 – 8
<ul style="list-style-type: none"> Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax 	1 – 4

2001 HSC Modern Greek Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (C) at the airport	1

Question 2

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 3

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (B) an offensive language eliminator	1

Question 4*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a clear understanding of the text	1

Question 5*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a clear understanding of why the program has been dedicated to Manos Hatzidakis	3
• Supports answer with at least three references to the text	
• Demonstrates an understanding of why the program has been dedicated to Manos Hatzidakis	2
• Identifies at least one piece of supporting evidence from the text	1

Question 6*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Correctly identifies 8 details	4
• Correctly identifies 6–7 details	3
• Correctly identifies 4–5 details	2
• Correctly identifies 2–3 details	1

Question 7*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Perceptively analyses and evaluates the text including the tone and style of his language• Explains at least three detailed examples of the features of the text that convey George's enthusiasm	3
<ul style="list-style-type: none">• Demonstrates an understanding of the text, providing at least two detailed examples from the text	2
<ul style="list-style-type: none">• Demonstrates limited understanding of the text, providing at least one example	1

Question 8*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive ability to analyse and evaluate Markos' use of persuasive language• Supports the answer with at least three appropriate linguistic features used in the text• Provides a detailed explanation of the linguistic features	3
<ul style="list-style-type: none">• Demonstrates an understanding of Markos' use of persuasive language• Supports the answer with some detailed reference to the linguistic features used in the text	2
<ul style="list-style-type: none">• Cites 1 or 2 appropriate linguistic features used in the text	1

Question 9

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates breadth and depth of understanding of the significance of Easter for Nikos • Provides a detailed analysis of at least three relevant references from the text 	4
<ul style="list-style-type: none"> • Demonstrates breadth of understanding of the significance of Easter for Nikos • Provides details of at least two relevant references from the text 	3
<ul style="list-style-type: none"> • Demonstrates an understanding of the significance of Easter for Nikos • Provides details of at least one relevant reference from the text 	2
<ul style="list-style-type: none"> • Cites at least one relevant reference from the text 	1

Question 10

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a comprehensive understanding of the news item and the nature of the public's emotional response • Perceptively analyses and evaluates the public's response to the increase in public transport costs • Explains in detail at least 3 relevant references from the text 	4
<ul style="list-style-type: none"> • Demonstrates an understanding of the news item and the nature of the public's emotional response • Presents an analyses of the public's response by explaining in detail at least two relevant references from the text 	3
<ul style="list-style-type: none"> • Demonstrates an understanding of the news item OR the nature of the public's emotional response • Provides details of at least one relevant reference from the text 	2
<ul style="list-style-type: none"> • Cites at least one relevant reference from the text 	1

Section II — Reading and Responding

Part A

Question 11 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 11 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Identifies both of Thomas' concerns	2
• Identifies one of his concerns	1

Question 11 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the text by providing the details in the sample answer	2
• Demonstrates partial understanding of the text by providing some supporting evidence	1

Question 11 (d)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the text by providing at least two references from the text.	2
• Demonstrates partial understanding of the text by providing at least one relevant reference from the text	1

Question 11 (e)***Outcomes assessed: H3.1, H3.2*****MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Perceptively evaluates the differences between Elpida's responses to the two students• Provides detailed, relevant references from the text• Explains the difference in tone between the two responses	3
<ul style="list-style-type: none">• Outlines the factual differences between the two responses• Provides relevant references to the text	2
<ul style="list-style-type: none">• Provides at least one relevant reference to the text	1

Question 12 (a)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates an understanding of the exactness of Sophia's memories	1

Question 12 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Identifies both details of what made Sophia's migration more bearable	2
• Demonstrates partial understanding of the text by identifying one of the relevant details	1

Question 12 (c)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the text by identifying the difficulties caused by her departure for her family • Details at least 3 relevant references to the text	3
• Demonstrates an understanding of the text by presenting at least 2 relevant references to the text	2
• Cites at least one relevant reference to the text	1

Question 12 (d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a detailed understanding of her impressions, including the general reference to the contrast between Melbourne and Athens and the specific details as outlined in the sample answer	2
• Identifies either the reference to the contrast OR • mentions specific details	1

Question 12 (e)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of the course Sophia's life took after settling in Melbourne • Supports the answer with a detailed explanation of at least three references from the text 	3
<ul style="list-style-type: none"> • Demonstrates an understanding of the course of Sophia's life • Supports the answer with some detailed reference to the text 	2
<ul style="list-style-type: none"> • Demonstrates partial understanding of the text by citing one or two appropriate references from the text 	1

Question 12 (f)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates breadth and depth in the analysis and evaluation of how the thoughts expressed by Sophia reflect the difficulties faced by migrants contemplating a return to their homeland • Supports the answers with an explanation of a number of relevant details from the texts • Highlights the emotional aspects of the migrant experiences 	4
<ul style="list-style-type: none"> • Demonstrates an understanding of how Sophia's thoughts reflect difficulties faced by migrants • Supports the answer with some reference to relevant details from the text 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of the difficulties • Provides some reference to relevant details from the text 	2
<ul style="list-style-type: none"> • Demonstrates limited understanding of the difficulties OR • Cites one or two relevant details from the text 	1

Section II — Reading and Responding

Part B

Question 13 (15 marks)

Outcomes assessed: H1.1, H1.2, H1.3, H1.4

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	13 – 15
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text (includes main points) • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	10 – 12
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text (includes points) • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	7 – 9
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	4 – 6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1 – 3

Section III — Writing in Modern Greek

Question 14 (6 marks)

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Writes descriptively with well-selected information relevant to the demands of the task• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax• Manipulates language authentically and creatively to describe• Sequences and structures information coherently and effectively	5 – 6
<ul style="list-style-type: none">• Writes descriptively to meet the general requirements of the task• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax• Sequences and structures information effectively	3 – 4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the requirements of the task• Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary• Demonstrates limited evidence of the ability to organise information	1 – 2

Section III (continued)

Question 15 (9 marks)

Outcomes assessed: H2.1, H2.2, H2.3

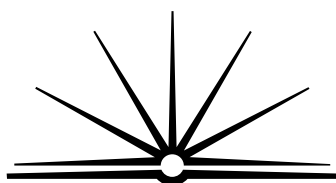
MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions • Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language authentically and creatively to persuade and evaluate • Sequences and structures ideas and information coherently and effectively 	8 – 9
<ul style="list-style-type: none"> • Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task • Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate • Sequences and structures ideas and information effectively 	6 – 7
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions in order to persuade and evaluate • Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax • Organises information and ideas to meet the requirements of the task 	4 – 5
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	2 – 3
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the requirements of the task • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words, set formulae and anglicisms to express information 	1

Modern Greek Extension

2001 HSC Examination Mapping Grid

Question	Marks	Content (Theme /Topic - Text Type)	Syllabus outcomes
Oral Examination			
1	5	Overcoming Adversity (Personal Freedom) - Monologue	H1.1, H1.2
2	5	Concept of Journey (Pursuit of Ideals) – Monologue	H1.1, H1.2
3	5	Search for Identity (Impact of Culture and Tradition) - Monologue	H1.1, H1.2
Section I: Written Examination			
<u>Part A</u>			
1a	2	Search for Identity – Impact of Culture and Tradition	H2.1, H2.2, H2.3
1b	2	Search for Identity – Impact of Culture and Tradition	H2.1
1c	3	Search for Identity – Impact of Culture and Tradition	H2.1, H2.2, H2.3
1d	3	Search for Identity – Impact of Culture and Tradition	H2.1, H2.2, H2.3
1e	5	Search for Identity – Impact of Culture and Tradition	H2.1, H2.2, H2.3
<u>Part B</u>			
2	10	‘Hey Man, Look Ahead’	H2.1, H2.3
Section II: Writing in Modern Greek			
3	15	Overcoming Adversity – Alienation - Article	H1.1, H1.2
4	15	Search for Identity – Socialisation - Essay	H1.1, H1.2



BOARD OF STUDIES
NEW SOUTH WALES

2001 HSC Modern Greek Extension Marking Guidelines — Oral Examination

Monologue (10 marks)

Questions 1–3

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops a sophisticated, coherent argument• Demonstrates breadth and depth in the treatment of relevant ideas and information• Communicates confidently and fluently with correct intonation and pronunciation• Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure	5
<ul style="list-style-type: none">• Presents and develops a coherent argument• Demonstrates breadth and some depth in the use of relevant ideas and information• Communicates effectively, with some degree of fluency and authenticity• Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax	4
<ul style="list-style-type: none">• Attempts to present and develop a coherent argument• Supports the argument with a range of relevant examples• Communicates with some degree of fluency, but with repetition and inaccuracies in grammar and vocabulary	3
<ul style="list-style-type: none">• Attempts to present an argument using some relevant information or ideas with limited fluency of presentation• Communicates using simple sentences and language structures and a limited vocabulary with pauses and errors	2
<ul style="list-style-type: none">• Communicates some relevant information or ideas with pauses and repetitions• Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary	1

2001 HSC Modern Greek Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a)

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies the social, political and cultural context of the text Mentions Asia Minor Catastrophe and some social implications eg refugee crisis, loss of identity, overcoming adversity 	2
<ul style="list-style-type: none"> Demonstrates some knowledge of events re: Asia Minor catastrophe and minimal understanding of the implications 	1

Question 1 (b)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies ‘mirror’ and its symbolic significance Demonstrates at least two aspects of the nature of the symbolism – such as on an individual level, on a much broader social scale, on an historical level 	2
<ul style="list-style-type: none"> Demonstrates one aspect of the symbolic nature of the mirror 	1

Question 1 (c)

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies the possible addressee as the singer himself, or a loved one or a person who has had similar experiences Clearly explains the nature of the experience of the addressees Supports answer with relevant references to the text 	3
<ul style="list-style-type: none"> Identifies any possible addressee Identifies an aspect of the experience of the addressee with some relevant reference to the text 	2
<ul style="list-style-type: none"> Identifies possible addressee and links the identification in some way with the song 	1

Question 1 (d)

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Correctly identifies the mood of the song Demonstrates a perceptive understanding of how the accompaniment and the singing contribute to the effect 	3
<ul style="list-style-type: none"> Identifies mood of the song Supports answer with examples of how the accompaniment and the singing contribute to the effect 	2
<ul style="list-style-type: none"> Links the mood to an aspect of the music or the singer's voice 	1

Question 1 (e)

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Explains how the issue of searching for identity is explored in 'The Songs from Smyrna' and in one other prescribed song Supports the answer with a perceptive analysis of the comparisons between the two songs 	5
<ul style="list-style-type: none"> Links aspects of the searching for identity in both songs Supports the answer with reference to relevant examples from both songs 	3 – 4
<ul style="list-style-type: none"> Refers to the issue of searching for identity in this and/or another song 	1-2

Section I — Response to Prescribed Text

Part B

Question 2 (10 marks)

Outcomes assessed: H2.1, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive and sensitive understanding of the prescribed text• Demonstrates flair and originality in the approach taken• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	9 – 10
<ul style="list-style-type: none">• Demonstrates a comprehensive understanding of the prescribed text• Demonstrates some flair in the approach taken• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	7 – 8
<ul style="list-style-type: none">• Demonstrates an understanding of the prescribed text• Demonstrates a satisfactory control of vocabulary and sentence structures• Organises information and ideas to meet the requirements of the task	5 – 6
<ul style="list-style-type: none">• Demonstrates some understanding of the prescribed text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Writes within the parameters of the task	3 – 4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the prescribed text• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures	1 – 2

Section II — Writing in Modern Greek

Question 3 and Question 4 (15 marks each)

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> • Presents and develops a sophisticated, coherent argument, discussion or explanation • Writes effectively and perceptively for a specific audience, purpose and context • Demonstrates breadth and depth in the treatment of relevant ideas • Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure 	13 – 15
<ul style="list-style-type: none"> • Presents and develops a coherent argument, discussion or explanation • Writes effectively for a specific audience, purpose and context • Demonstrates breadth and some depth in the use of relevant supporting material and examples • Writes accurately using a range of vocabulary and sentence structures 	10 – 12
<ul style="list-style-type: none"> • Attempts to present and develop a coherent argument, discussion or explanation • Writes with some understanding of audience, purpose and context • Supports points with relevant material and examples • Writes using a range of vocabulary and sentence structures 	7 – 9
<ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Demonstrates the use of appropriate supporting materials • Demonstrates evidence of the use of complex sentences 	4 – 6
<ul style="list-style-type: none"> • Presents some relevant information, opinions or ideas • Communicates primarily in simple sentences or set formulae 	1 – 3