

**2003 HSC Notes from
the Marking Centre
Modern Greek**

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2003 HSC NOTES FROM THE MARKING CENTRE

MODERN GREEK

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Modern Greek. It provides comments with regard to responses to the 2003 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 2003 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

Speaking Skills Examination

Overall, candidates performed well in the Speaking Skills Examination. The majority of the candidates demonstrated good oral skills in both the Reading Aloud and the Speaking Skills section.

Section I – Reading Aloud

Candidates read well with some pauses, repetitions and mispronunciations. Specifically, the names of the islands and the other places proved to be challenging for the less able candidates eg Ταιλανδη, Ευρωπη, Υδρα, Σκιαθο.

Some candidates confused the diphthongs and mispronounced certain words eg προπαντως, ασυνηθιστα, αξιοθεατα.

Some readings were monotonous and were lacking in fluency and appropriate intonation.

Section II – Speaking Skills

The majority of the candidates attempted all three speaking questions. Candidates used Greek appropriately to convey the meaning of the cues. They demonstrated an appropriate range of language structures and were creative in their ideas.

The less able candidates tended to give short responses that lacked creativity and fluency.

In Question 2 most candidates were able to order certain items in Greek. There were, however, some syntactical inaccuracies eg

θελω ενα ταρα οσαλατα
Η φιλη ου θελω ια νερο.

In Question 3, candidates were able to deal with more complex structures such as the simple past tense and the present perfect eg

το έχασα
το έχεις δει.

Better candidates were able to describe the item in detail, whereas the weaker responses were very short.

In Question 4, the greater number of cues gave the opportunity to the better candidates to present their ideas using a wider range of vocabulary and more complex structures.

Listening Skills Examination

Overall, candidates responded well. Questions 1, 2 and 3 eased them into the paper.

Questions 7 and 8 (b) were good discriminators. Some questions were challenging eg Question 7 – not all candidates were able to give all the benefits of buying Kourtis furniture.

Writing Skills Examination

Section I – Reading Skills

This section was challenging but the majority of the candidates were able to respond to easier questions with short, simple responses.

The majority of candidates tended to translate everything rather than being able to identify the main points of the question.

Questions 5 and 6 proved to be the most challenging with candidates not providing all the information relating to the question asked.

Section II – Writing Skills

There was a clear preference for the Guided Dialogue Question.

Most responses provided good, comprehensible Greek even though the spelling and syntax were problematic. Noun and adjective agreement, gender of nouns and verb and noun agreement were common areas of difficulty.

Continuers

Oral Examination

Conversation

Most candidates were able to talk about aspects of their personal world. The majority of candidates came to the examination adequately prepared to respond to the questions posed.

The better candidates were able to extend themselves on each question posed to them. The weaker candidates were limited in their responses by both content and vocabulary.

Candidates were able to display their ability to converse on a variety of topics within their personal world, thus showing that they have met the syllabus outcomes. A variety of questions gave candidates the opportunity to talk about their personal worlds.

The more able candidates provided more substantial responses using more sophisticated language structures and vocabulary.

The less able candidates managed to communicate well; however they had problems with agreement and Anglicisms, such as *εχω φτιαξει πολλες φιλεναδες*.

Other problems encountered were:

the wrong use of the verb *πρεπει*

wrong use of the verb 'to like' eg *οι γονεις ου αρεσουν τους φιλους ου*

passive voice verbs were conjugated as active voice verbs

linking verbs were used with the accusative case, instead of the nominative eg

πολλους φιλους ειναι ιδιοι,

υπαρχει πολυ θορυβο

degrees of comparison of adjectives eg *πιο καλυτερη*

agreement eg

η καλυτερη φιλη τη λενε,

ου αρεσει να διαβασω υθιστορη α, 'ενδιαφερει τα ηθη και εθι α',

ειναι πιο εγαλοι απο οι γονεις ου

candidates had difficulties with adjectival agreement eg

ενδιαφερον και ενδιαφερουσα.

Written Examination

Section I – Listening and Responding

Questions 1 – 8

Generally the candidates responded well to the listening and responding sections of the paper. The examination paper allowed candidates to respond to a variety of questions, eg multiple choice, e-mail, short and long answers.

A significant number of candidates had difficulty in answering questions not involving direct translation.

It was evident that candidates need to have more practice at using a dictionary correctly.

In this section of the examination candidates are assessed on their ability to:

identify gist

identify main points and supporting points

identify detail

summarise information

interpret information

evaluate information.

These outcomes will require students both to translate directly and to apply their understanding of the text to a question asked about it. The 2003 paper included a variety of question types, some of which could not be answered by direct translation.

Candidates need to practise answering a range of question types. Questions such as ‘What evidence is there in this conversation to justify Andrea’s reaction?’, ‘What is the purpose of this text?’ or ‘How does the salesperson persuade Demosthenes to sign up for this offer?’ discriminated well and allowed the most able candidates to gain the best marks overall, while allowing all candidates to provide some relevant information.

In interpreting information, candidates can be asked to identify tone or sarcasm, identify the purpose, audience or context of a text, or to describe how a text achieves its purpose or creates effects.

Section II – Reading and Responding

Part A Questions 9 & 10

Question 9(a)

Many candidates could have answered this question more thoroughly by demonstrating a more global understanding of the passage, rather than providing a lot of detail. The word ‘interested’ lent itself to a range of thoughtful responses that achieved full marks.

Question 9(b)

This question was well answered. Most candidates successfully identified the difficulties Vengos encountered and provided details from the text.

Question 9(c)

This question was not well answered as many candidates did not address the question. The question required them to say why Vengos was popular and not merely restate the question eg ‘many people like Vengos.’

Question 9(d)

Again few candidates addressed the question as asked. The word ‘reveal’ required them to discuss Vengos’ personality and to give examples from the speech that support their discussion.

Question 10 (a)

Both (c) and (d) were deemed correct.

Question 10 (b)

This question was quite well answered. However, some candidates neglected to highlight the purpose of the first 4 lines relying on a paraphrase of the passage to answer the question. Candidates also need to ensure that answers are supported with clear reference to the text.

Question 10 (c)

Overall, this question was well answered. Most students discussed the lack of material possessions in the lives of Yiarra and Nikos. However, they dismissed the fact that this was due to peer pressure and this in turn created conflict with their parents.

Question 10 (d)

This question was generally well answered by most candidates. However, some candidates did not discuss the perception of the four young people towards their parents. Instead, they paraphrased the passage and talked about how the individuals generally felt about themselves. Some candidates wrote very generally about the four and did not refer to each of the young people individually. Again some candidates did not support their answers from the text.

Question 10 (e)

Generally this question was well answered by the majority of the candidates. The best responses linked statements made about Stratos and Vasiliki to their personality, ie Stratos was mature, independent because.... Vasiliki is an individual, responsible person because....

Part B

Question 11

The question and the stimulus used were felt by the examiners to be challenging, but fair. It allowed candidates to be both creative and analytical in their responses. However, a significant number of candidates did not address key points covered in the text.

It was evident that in many instances that candidates did not use dictionaries to their best advantage eg
θα ει αι επιτυχη ενη ε την εφαρ ογη ου
η απαιτηση για τη δουλεια θα ηταν εγαλη
ειπαν οτι ηταν πολυ αποτυπω α.

The most common inaccuracies can be categorised into the following groups:

Anglicisms

πεταχτηκα στην ευκαιρια
ε συνεντευξε για δυο ατο α να εργαστουν

Verbs

Candidates had difficulty in the use of verb tenses, agreement
θελω να ζηταω συγνω η γιατι δεν εγραφα αλλα πραγ ατα
Θα ιλα ε αργοτερα
Οταν συναντησα ε ε ρωτησε γιατι δεν δουλευεις

Some candidates experienced difficulty in achieving agreement between the subject and the verb eg
Ειδα ια γυναικα που δουλευω εκει

A significant number of candidates used verbs in conjunction with the accusative rather than the nominative case.

Impersonal Verbs

Many candidates conjugated impersonal verbs eg *πρεπω να παω*

Nouns and adjectives

A significant number of candidates experienced difficulty in achieving agreement between adjectives and nouns eg

Βρηκα ια ενδιαφερον αγγελια
Ευκολους ερωτησεις.

SECTION III – Writing in Modern Greek

Questions 12(a) & 12(b)

Overall, candidates responded well to these questions, with Question 12 (a) being the more popular of the two.

1 Vocabulary

The majority of candidates displayed a satisfactory vocabulary. A small percentage of candidates used a more sophisticated vocabulary. The majority of candidates using words from the dictionary either in the wrong context or syntactically wrong, eg

Για σας ει αι πολυ συναρπαστικη για αυτο που οργανοσα εταξει ας

2 Grammar

Candidates confused the uses of verb tenses as well as verb endings eg

ει αι, τελειωνο, παι, εχω αλλαξω, εχω τελειωσω,
εχω βαλει ερικα κιλα το περασ ενο καλοκαιρι

Candidates confused the use of the active and the passive voices eg

να γυ ναζω στο γυ ναστηριο
οπως ξερεται
ταξιδι που δεν πρειγραφετε
βρισκο ε
ονο αζο ε

Candidates also confused the use of the simple past and continuous past tenses eg

ας αρεσει παρα πολυ να πα ε για ψωνια
ου αρεσει να διαβασω βιβλια
ου αρεσει να χωρευο
εξαφανισε η Ευα

Impersonal verb forms:

Frequent errors in the use of the impersonal verb forms σου αρεσει and πρεπει

Candidates did not know why these were considered impersonal eg

σου αρεσω
πρεπω, πρεπεις
αρεσει παρα πολυ την Ελληνικη σουσικη
τους αρεσει παρα πολυ την θαλασσα

Pronouns and adverbs eg

εγω ε λενε
πιο ωραιο ταξιδι
πιο παιδι

Articles and Nouns:

Definite articles were sometimes confused with pronouns eg

τη ειπε;
οι γονεις σου τη λενε;

Collective nouns and plural form of verbs eg

η οικογενεια σου πηγαν

Confusion between adverb πολυ and adjective πολυς eg

εβρεχε πολλη

3 Anglicisms eg

ειχα καλη ωρα
τουριστικα γοητευ ατα
ολη τη φορα
γιαρι

Questions 13 (a) & 13 (b)

Question 13 (a) was the more popular of the two.

Overall, candidates responded satisfactorily to the questions and most candidates showed an understanding of the requirements of the task. Candidates who performed well demonstrated extensive knowledge and understanding of relevant vocabulary, and managed to compose a descriptive and coherent text with a degree of grammatical and syntactical accuracy. Candidates who scored average marks presented their ideas coherently, with some grammatical and syntactical inaccuracies.

The most common inaccuracies can be categorised into the following groups: vocabulary, morphology/grammar and syntax.

1 Vocabulary

Many candidates did not use the dictionary to their advantage. Terms were used out of context and the relevant grammatical rules were not applied:

Μην τρωτε παλιατζιδικαπραγ ατα

A significant number of candidates also resorted to Anglicisms:

Ειχα καλη ωρα

Η φιλη σας που ειναι πανο στα ναρκωτικα

Να η ε παρεται λαθος

Δυο χρονια πισω

Να δωσεις προσπαθεια

2 Grammar

Nouns and adjectives

Candidates had difficulty with agreement between nouns and adjectives. They had difficulty with the use of the vocative case and with the gender between nouns and adjectives:

Μια εγαλη συ παν

Ση αντικο παιδεια

δασκαλες και δασκαλους

κυριες και κυριους

για ολα τα νεολαια

την σχολειο

οι προβλη ες

Verbs

Candidates had difficulty with the use of the polite form eg when addressing an audience they used the singular form:

ακουσε ε

Candidates confused the use of the active and the passive voices eg ερχω instead of ερχο οαι

Some other common mistakes were:

ηρθα για να σας οιρασω τις τυχιες ου

να ην τους νοιζω

εγω ηρθα σ αυτο το σχολειο εχρι περυσι

3 Syntax

A significant number of candidates encountered some difficulty in identifying parts of a clause (ie subject, direct object, possessor, addressee, etc.). This led to inaccuracies in the application of the case and in the use of verbs. Some candidates had difficulty with the use of object personal pronouns and the use of the genitive and the accusative cases.

Extension

Oral Examination

The majority of the candidates responded well to the questions. The more able candidates communicated with a high level of accuracy, fluency and sophistication while the weaker candidates presented their arguments with limited vocabulary, repetitions and long pauses:

Οι φιλοδοξίες διευρύνουν τους ορίζοντες του ανθρώπου και τον βελτιώνουν ως κοινωνικό ον

A great number of candidates presented a well developed and coherent argument and linked this to the relevant prescribed issues eg the issue of identity in Question 1.

Many candidates pronounced the word πολυπολιτισμική incorrectly and this led to confusion.

A number of candidates displayed weaknesses in grammar, syntax agreement and vocabulary:

Πρέπει να ελετούν
Το σπορ είναι καλή για την υγεία μας
Η γνώση σου είναι μια δυνατή εμπειρία

Question 1 was the more popular followed by Question 3. The candidates who attempted Question 3, however, performed better overall.

Some candidates did not make full use of the time available, depriving themselves of an opportunity to demonstrate a range of vocabulary and language structures.

Written Examination

Section I – Response to the prescribed text

Part A

Candidates generally demonstrated familiarity with the prescribed text and how it related to the prescribed issues. The comments made by candidates were generally substantial and quite perceptive in nature.

In Question (a), candidates were able to explain the significance of the quotation within the context of the song.

In Question (b), the majority of candidates demonstrated a perceptive understanding of the issues presented in the song and were able to link these to contemporary society. The more able candidates were able to demonstrate their understanding by providing specific and relevant details from the text.

Question (c) proved to be quite challenging for some candidates. Many tended simply to list the techniques relating to music and voice, without providing a thorough discussion of how these techniques reinforce the themes of the song. The more able candidates demonstrated the ability to identify and elaborate on these techniques extremely well.

In Question (d), candidates displayed a very good understanding of the issues of searching for identity and very good skills in analysing the lyrics and providing relevant examples to support their discussion of the issues

Part B

Question 2

The majority of the candidates demonstrated a comprehensive understanding of the prescribed text and responded satisfactorily to the task. Most candidates found it challenging to demonstrate a perceptive and sensitive understanding of the prescribed text.

Specifically, many candidates tended to narrate the migrant experience without providing relevant references from the prescribed text.

Overall, the majority of candidates demonstrated a competent command of the language and the more able candidates manipulated language authentically and creatively to meet the requirements of the task.

Section II – Writing in Modern Greek

Questions 3 & 4

Question 4 was favoured by most candidates. Both questions challenged candidates equally. There was a great range in the quality of responses given in both questions.

The majority of the candidates restricted their argument to the development of a few points only and did not approach the question from a more ‘global’ perspective.

Some recurring and grammatical weaknesses were:

Verbs – candidates had difficulty determining the appropriate tense to be used eg
οι υπευθυνοι για τη διατηρηση των παραδοσεων του ελληνισ ου
βρεθει στα χερια του ανθρωπου
Ελληνας ειναι αυτος που λαβει την ευθυνη να ξερει την ιστορια
της Ελλαδας

Active and passive voice – candidates had difficulty with the use of verbs in the active and passive voices eg

εταδινετε σε επο ενες γενιες
να προσεχεται τους φιλους
πρεπει να τον επισκεφτω οχι ονο το Πασχα
υπαρχουν πολλους αλλους τροπους

Vocabulary – some anglicisms were used eg
για να το περασου ε κατω στα παιδια τους
φτιαχνει ποιος εισαι

Nouns and adjectives – a significant number of students had difficulty achieving agreement between nouns and adjectives eg

στους δικους τους παιδια

There was also some confusion between the adjective πολλυς and the adverb πολυ eg
πολλοι δυνατοι ανθρωποι

Modern Greek Beginners

2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Speaking Skills Examination			
Section I — Reading Aloud			
1	10	Going on a holiday	H2.4
Speaking Skills Examination			
Section II — Speaking Skills			
2	2	Eating out	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	3	Home life	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
4	5	Shopping	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
Listening Skills Examination			
1	1	Alphabet, Numbers — conversation	H3.1
2	1	Family celebrations — conversation	H3.1
3	2	Travel — message	H3.1
4	2	Holidays — conversation	H3.1
5 (a)	1	Leisure — conversation	H3.1
5 (b)	2	Leisure — conversation	H3.1
6	2	Community activity — announcement	H3.1
7	3	Shopping — advertisement	H3.1
8 (a)	1	School life — speech	H3.1
8 (b)	3	School life — speech	H3.1
9	3	Accident — conversation	H3.1
10	4	School life — interview	H3.1

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Written Examination			
Section I — Reading Skills			
1	2	Home life — message	H3.1
2 (a)	1	Travel — poster/announcement	H3.1
2 (b)	1	Travel — poster/announcement	H3.1
2 (c)	2	Travel — poster/announcement	H3.1
3 (a)	2	School life — webpage	H3.1
3 (b)	2	School life — webpage	H3.1
3 (c)	3	School life — webpage	H3.1
4 (a)	2	Sport — magazine interview	H3.1
4 (b)	3	Sport — magazine interview	H3.1
4 (c)	3	Sport — magazine interview	H3.1
5 (a)	1	Home life — letter	H3.1
5 (b)	2	Home life — letter	H3.1
5 (c)	3	Home life — letter	H3.1
5 (d)	4	Home life — letter	H3.1
6 (a)	2	Friendship — two emails	H3.1
6 (b)	3	Friendship — two emails	H3.1
6 (c)	4	Friendship — two emails	H3.1
6 (d)	5	Friendship — two emails	H3.1
Written Examination			
Section II — Writing Skills			
7	10	Health — guided dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
8	10	Celebration — letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
9	10	School life — composition	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
10	10	Holidays — dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

Modern Greek Continuers

2003 HSC Examination Mapping Grid

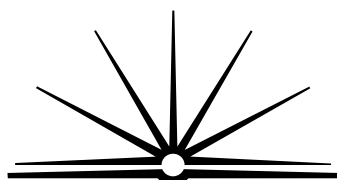
Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Oral Examination			
	20	Conversation – covering student’s personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
Written Examination			
Section I — Listening and Responding			
1	1	Special traditions – dialogue	H3.1
2	2	School – youth issues dialogue	H3.1
3	2	Lifestyles – message	H3.1
4	3	World of work – interview	H3.1
5	3	Relationships – dialogue	H3.1, H3.2
6	4	Lifestyles – conversation	H3.1, H3.2
7 (a)	1	People and events – speech/interview	H3.1, H3.2
7 (b)	3	People and events – speech/interview	H3.1, H3.2
8 (a)	1	Personal identity – speech	H3.1, H3.2
8 (b)	5	Personal identity – speech	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part A			
9 (a)	2	People and events – speech	H3.1, H3.2, H3.3
9 (b)	2	People and events – speech	H3.1, H3.2, H3.3
9 (c)	3	People and events – speech	H3.1, H3.2, H3.3
9 (d)	4	People and events – speech	H3.1, H3.2, H3.3
10 (a)	1	Lifestyles – news item	H3.1, H3.2
10 (b)	2	Lifestyles – news item	H3.1, H3.2
10 (c)	2	Lifestyles – news item	H3.1, H3.2
10 (d)	4	Lifestyles – news item	H3.1, H3.2
10 (e)	5	Lifestyles – news item	H3.1

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Written Examination			
Section II — Reading and Responding			
Part B			
11	15	World of work – advertisement/letter	H1.2, H1.3, H2.1, H2.3, H3.1
Written Examination			
Section III — Writing in [Language]			
12 (a)	6	Personal identity – email	H2.1, H2.2, H2.3
12 (b)	6	Relationships – letter	H2.1, H2.2, H2.3
13 (a)	9	School experience – talk	H2.1, H2.2, H2.3
13 (b)	9	Youth issues – article	H2.1, H2.2, H2.3

Modern Greek Extension

2003 HSC Examination Mapping Grid

Question	Marks	Content (Theme/Topic — text type)	Syllabus outcomes
Oral Examination			
1	5	Overcoming Adversity – monologue	H1.1, H1.2
2	5	Concept of Journey – monologue	H1.1, H1.2
3	5	Search for Identify – monologue	H1.1, H1.2
Written Examination			
Section I — Response to Prescribed Text			
Part A			
1 (a)	2	Everything seems magical	H2.1, H2.3
1 (b)	3	Everything seems magical	H2.1, H2.2, H2.3
1 (c)	5	Everything seems magical	H2.1, H2.2, H2.3
1 (d)	5	Everything seems magical	H2.1, H2.2, H2.3
Written Examination			
Section I — Response to Prescribed Text			
Part B			
2	10	Oh, Hellas – narrative	H2.1
Written Examination			
Section II — Writing in Modern Greek			
3	15	Overcoming Adversity – talk	H1.1, H1.2
4	15	Search for identity – essay	H1.1, H1.2



B O A R D O F S T U D I E S
NEW SOUTH WALES

2003 HSC Modern Greek Beginners Marking Guidelines — Speaking Skills

Section I — Reading Aloud

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

Question 2

Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

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

Question 3

Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

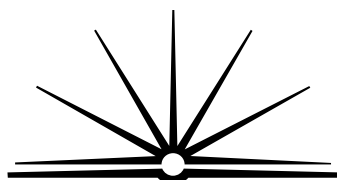
Criteria	Marks
• Uses Greek appropriately to convey the meaning of the cues	3
• Demonstrates an appropriate range of language and structures	
• Uses Greek to convey the meaning of most of the cues	2
• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Greek	1

Question 4

Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

Criteria	Marks
• Uses Greek effectively and fluently to convey the meaning of the cues	5
• Demonstrates control of complex Greek structures	
• Uses Greek appropriately to convey the meaning of most of the cues	3–4
• Demonstrates an appropriate range of language and structures	
• Uses basic Greek to convey the meaning of some of the cues	2
• Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Greek	1



B O A R D O F S T U D I E S
NEW SOUTH WALES

2003 HSC Modern Greek Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies what is requested and gives details	2
• Identifies part of the message	1

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

Criteria	Marks
<ul style="list-style-type: none">Identifies differences between Irene's and Spiro's holiday plansGives detail	2
<ul style="list-style-type: none">Identifies some differences	1

Question 5 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

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

Question 5 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies the reasons for changing plans with detail	2
<ul style="list-style-type: none">Identifies one aspect of change of plans	1

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

Criteria	Marks
<ul style="list-style-type: none">Identifies what is expected of the volunteers and gives detail	2
<ul style="list-style-type: none">Identifies one aspect of what is expected	1

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

Criteria	Marks
<ul style="list-style-type: none">Fully understands the advantages of shopping at Kourtis with examples	3
<ul style="list-style-type: none">Demonstrates a limited understanding of the advantages of shopping at Kourtis	1–2

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

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

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

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a global understanding of the positive aspects of the tripSupports answer with detailed references from the text	3
<ul style="list-style-type: none">Demonstrate a sound understanding of some positive aspects of the tripProvides supporting references from the text	2
<ul style="list-style-type: none">Demonstrates limited understanding of the text	1

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

Criteria	Marks
<ul style="list-style-type: none">Demonstrates a comprehensive understanding of the causes of the accidentGives detail	3
<ul style="list-style-type: none">Demonstrates some understanding of the causes of the accidentGives some detail	1–2



Question 10

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a global understanding of the dialogue, supports answers with references to conversation	4
• Demonstrates a partial understanding of the conversation • Provides supporting evidence	2–3
• Demonstrates a limited understanding of the dialogue	1

2003 HSC Modern Greek Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates clear understanding of why the note has been left and provides details	2
• Identifies one aspect of the content of the note	1

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (C)	1

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

Criteria	Marks
• Correctly identifies the reason for the announcement	1

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

Criteria	Marks
• Demonstrates a good understanding of the alternative arrangements with some relevant detail	2
• Demonstrates a limited understanding of alternative arrangements	1

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

Criteria	Marks
• Demonstrates a good understanding of why the village of Kerasia is special	2
• Demonstrates some understanding of why the village of Kerasia is special	1

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

Criteria	Marks
• Demonstrates a good understanding of who would be interested in the program	2
• Demonstrates a limited understanding of who would seek further information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the benefit of the program	3
• Demonstrates some understanding of the program	2
• Demonstrates a limited understanding of the program	1

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

Criteria	Marks
• Demonstrates a good understanding of the support Eleni's family provides with evidence	2
• Demonstrates limited understanding of the support Eleni's family provides	1

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

Criteria	Marks
• Demonstrates a global understanding of her way of life with examples of the sacrifices made	3
• Demonstrates some understanding of her way of life – limited support from the text	1–2

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

Criteria	Marks
• Demonstrates a clear understanding of Eleni's character and provides details	3
• Demonstrates a some understanding of Eleni's character	2
• Demonstrates a limited understanding of Eleni's character	1

Question 5 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies from where the letter is sent	1

Question 5 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies information relating to Kelly and gives details	2
• Identifies some information relating to Kelly	1

Question 5 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a clear understanding of how she feels about her penfriend	3
• Identifies some understanding of how she feels about her penfriend	1–2

Question 5 (d)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of Rena's situation with relevant detail	4
• Demonstrates an understanding of Rena's situation and gives some detail	2–3
• Identifies one aspect of Rena's situation	1

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

Criteria	Marks
• Identifies Tasos' weekend activities and gives details	2
• Identifies one weekend activity	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of his anxiety • Gives details from text	3
• Demonstrates a limited understanding of his anxiety • Provides some evidence	1–2

Question 6 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of Stella's assistance • Gives details from the text	4
• Demonstrates a good understanding of Stella's assistance • Provides details	2–3
• Identifies an aspect of Stella's assistance	1

Question 6 (d)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the relationship between these two people, with detail	5
• Demonstrates a good understanding of the relationship between these two people with some detail	3–4
• Demonstrates a limited understanding of their relationship	1–2

Section II — Writing Skills

Question 7

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

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

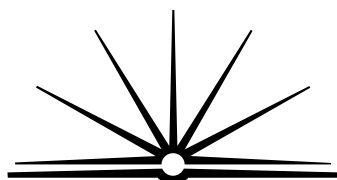
Section II (continued)

Questions 8–10

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



B O A R D O F S T U D I E S
NEW SOUTH WALES

2003 HSC Modern Greek Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the solution to Costa's problem	2
• Identifies some relevant information	1

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

Criteria	Marks
• Conveys the response to the invitation in comprehensible Greek	2
• Responds in a limited way to the invitation	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the unusual nature of his daily routine	3
• Demonstrates some understanding of the unusual nature of his daily routine with some detail	2
• Makes a general statement of the daily routine of the astronaut	1

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

Criteria	Marks
• Demonstrates a good understanding of the events and the effect of the emotive language used	3
• Demonstrates an understanding of events and makes some reference to emotive language used	2
• Demonstrates a basic understanding of the incident or language used	1

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

Criteria	Marks
• Demonstrates a good understanding of the text and makes reference to persuasive language used	4
• Demonstrates an understanding of the text and makes reference to persuasive language used	2–3
• Identifies basic aspects of the text	1

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

Criteria	Marks
• (C)	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the text and is able to identify its purpose	3
• Demonstrates some understanding of the text and its purpose	1–2

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

Criteria	Marks
• (A)	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the personality of the speaker• Provides detailed examples from the text to support a response	5
<ul style="list-style-type: none">• Demonstrates an understanding of the text and supports it by giving some examples from the text	3–4
<ul style="list-style-type: none">• Demonstrates a basic understanding of the text and provides limited examples to support response	1–2

Section II — Reading and Responding

Part A

Question 9

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

MARKING GUIDELINES

Criteria	Marks
• Responds appropriately and with detail	2
• Responds with limited understanding	1

Question 9 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Identifies Vengos' difficulties in the early years and provides detail from the text	2
• Identifies some difficulties faced by Vengos	1

Question 9 (c)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the text and supports answer with examples	3
• Demonstrates some understanding of the text	1–2

Question 9 (d)*Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a comprehensive understanding of the text and makes reference to colloquial language	4
• Demonstrates an understanding of the text and makes some reference to language	2–3
• Identifies basic aspects of text	1

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

Criteria	Marks
• (C) or (D)	1

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

Criteria	Marks
• Identifies the purpose of lines 1–4	2
• Limited understanding of the purpose of lines 1–4	1

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

Criteria	Marks
• Clearly understands and links the issues of peer pressure with each interviewee	2
• Identifies issues faced by the interviewees	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of the way the interviewees perceive their parents and supports the answer by providing detailed evidence from the text	4
• Demonstrates an understanding of the way the interviewees perceive their parents and supports the answer by providing some evidence from the text	2–3
• Demonstrates a superficial understanding of interviewees' statements	1

Question 10 (e)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Perceptively analyses the text and makes relevant links to Stratos' and Vasilikis' statements to identify personality traits	5
• Analyses the text and makes some links to Stratos' and Vasilikis' statements to identify personality traits	3–4
• Demonstrates a superficial understanding of the text and makes few references to Stratos' and Vasilikis' statements	1–2

Section II — Reading and Responding

Part B

Question 11

Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1

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 12

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• 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

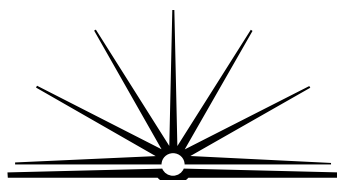
Section III (continued)

Question 13

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



B O A R D O F S T U D I E S
NEW SOUTH WALES

2003 HSC Modern Greek Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a)

Outcomes assessed: H2.1, H2.3

MARKING GUIDELINES

Criteria	Marks
• Explains the significance of the quotation in the context of the song	2
• Identifies and explains the quotation	1

Question 1 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the issues presented in the song and links them to contemporary society	3
• Demonstrates some understanding of the relevance of the song by linking issues to contemporary society	2
• Identifies issues as presented in song	1

Question 1 (c)*Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">Identifies and elaborates on the techniques used to enhance the themes of the song using examplesAnalyses the use of voice and music effectively	5
<ul style="list-style-type: none">Identifies the techniques used and makes some reference to themes of the songMakes reference to voice and music	3–4
<ul style="list-style-type: none">Identifies some techniques used	1–2

Question 1 (d)*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 songSupports the answer with a perceptive analysis	5
<ul style="list-style-type: none">Identifies aspects of ‘searching for identity’ in the songSupports the answer with reference to relevant examples from song	3–4
<ul style="list-style-type: none">Refers to the issue of ‘searching for identity’	1–2

Section I — Response to Prescribed Text

Part B

Question 2

Outcomes assessed: H2.1

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

Questions 3 and 4

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