

**2004 HSC Notes from
the Marking Centre
Modern Greek**

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

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

ISBN 1 7414 7206 7

2005025

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2004 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 2004 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 2004 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

The more able candidates were able to read fluently and confidently and with a high degree of accuracy, using punctuation and accentuation correctly. The better responses also demonstrated an understanding of the diphthongs, the accentuation and the letters *φ, ψ, ξ, χ*.

However, some candidates found it difficult to convey the gist/message of the passage and tended to mispronounce some words and letters. Further they did not convey the correct punctuation marks such as question marks and exclamation marks. Words that challenged some candidates included *συγγενείς, χαιρετισμούς, ετοιμασίες, συνεχώς*.

Overall, this passage offered all candidates an opportunity to demonstrate an understanding of the Greek text.

Section II – Speaking Skills

Candidates answered all the questions with varying degrees of accuracy. The majority of the candidates attempted all three speaking questions. Candidates used Greek appropriately to convey the meaning of the cues given. 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 discuss time, place and means of transportation in Greek. The better responses used very good structures to convey meaning while the weaker responses only mentioned key words and phrases such as:

- *στη Τριτη*
- *το μουσειο*
- *μαμα, παμε βολτα*, without the correct use of the verb in the future tense or discussing appropriate transport or costs.

In Question 3, most candidates were able to describe features of their school with correct adjectival agreement eg *εχουμε καλες δασκαλες* or *το σχολειο μου ειναι μεγαλο και ωραιο*.

However, some candidates found the discussion of subjects that they liked or disliked challenging as they could only name the subject, but not necessarily talk about it, eg *δεν μου αρεσει γαλλικα, το αγαπημενο μου μαθημα*.

In Question 4, the more able candidates were able to discuss the party using the simple past tense accurately and described who was there, what they ate and drank and an event that happened. In this question, 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.

Overall, the more able candidates answered confidently, expressively, fluently and accurately. They used appropriate language structures to convey meaning. The less able candidates tended to pause repeatedly and use inappropriate vocabulary and incorrect agreements, eg *τα πρωτη σχολειο μου*. In some cases, there were one word responses. Better responses described all items in detail, whereas the weaker responses were very short.

Recommendation: Candidates are advised to attempt all questions and not leave long pauses in between each cue.

Listening Skills Examination

Overall, candidates responded quite well in this section. Most candidates were able to answer questions 1, 2, 3, 4 and 6 correctly. Question 5 was generally answered appropriately with a small number not mentioning the fact that it was the waiters who did the singing. Many candidates found question 7 challenging. Question 8 also posed some difficulty for candidates as in 8 (a) the sense of urgency was not fully developed and many could not record the phone number accurately in 8 (b). Question 9 was generally answered well by the majority of candidates. Question 10 was adequately answered by most candidates with a small number stating that two people were planning to go to the party and what they would do once they arrived. Question 11 was answered appropriately by most candidates with only a small number not developing the evidence that supported Lefteri's lack of seriousness in searching for a job.

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 respond appropriately to the question asked.

Question 5 (a) was well done. In Question 5 (b) and particularly in 5 (c) candidates tended to translate lines of text without considering the relationship between the information and the question asked.

Question 6 was well done, except that some candidates referred to procrastination although it was not really mentioned in the text. Most candidates tended to say that Michael was overloaded with work.

Generally, Question 7 was also well answered, although (d) proved challenging for some. Candidates had difficulty identifying aspects of Petros' lifestyle and did not establish the link with his personality.

Question 7 (e) discriminated well among the candidates. Most candidates elaborated on Chloe's lifestyle but few compared her lifestyle with the lifestyle of the others.

Section II – Writing Skills

There was a clear preference for the Guided Dialogue Question, Question 8. A small number attempted Questions 9 and 10. No candidates attempted Question 11, the Dialogue.

Overall, candidates answered the questions quite competently following the conventions required. In the better responses, candidates demonstrated their use of sophisticated language and language structures with minor errors. They were able to communicate effectively and coherently. Some candidates limited themselves to basic vocabulary and simple language structures. They demonstrated some consistency while making more frequent errors. The weaker responses displayed limited evidence of communication, organisation and sequencing. They barely addressed the cues and used anglicisms.

Recommendation: Candidates are reminded to pay attention to verb and noun agreement and use of the appropriate cases and accentuation. In Questions 9 and 10 some candidates misinterpreted the idea of a typical/routine day and answered by describing the activities of a particular day thus affecting the content of their response and the tense used.

Continuers

Oral Examination

Conversation

General Comments

The majority of candidates were able to sustain a conversation in Greek for the maximum 10 minutes.

The majority of candidates responded confidently to questions asked of them on the topic of ‘My Personal World’. They were able to demonstrate a sophisticated use of grammatical structures and idiomatic expressions.

Weaker responses demonstrated a lack of understanding of grammatical structures related to verb endings, noun and adjectival agreement and the correct use of articles,

eg *με τις ελληνες φιλες
 ενα ωραια δουλεια
 αλλες κοριτσια
 μου αρεσει τα κινεζικα
 πρεπεις να
 εχω παω*

Weaker responses were also characterised by the influence of English, not just the use of English words but also the use of English structures,

eg *να βαλω τα μυαλα μου στο σχολειο
 η ευκαιρια ηρθε πανω
 καταλαβαινω απο που ερχεται*

Recommendation: Candidates are reminded that the Continuers Speaking Exam is a conversation, not a monologue, and therefore they should be prepared to engage in dialogue.

Written Examination

Section I – Listening and Responding

General comments

The outcomes being assessed in this section of the examination require candidates to:

- identify gist
- identify main points and supporting points
- identify detail
- summarise information
- interpret information
- evaluate information.

The better responses demonstrated a more global understanding of the questions and skills targeted. However, there were responses that tended to list and translate rather than answer the question. It was evident that some candidates need to be more skilled in using a dictionary correctly.

Question 1

Most candidates answered this question well by demonstrating a good understanding of information required by completing the table correctly.

Question 2

Most candidates were able to identify the offer but not all were able to identify sufficient detail to get full marks.

Question 3

This question proved to be quite challenging for many candidates, as they did not identify the ‘purpose’ of the announcement. Often minor details were provided but in the wrong context, eg ‘poor weather conditions, avoid chaos on the roads’.

Question 4

The majority demonstrated a thorough understanding of Eleni’s lifestyle and character, with relevant details from the text. However, some candidates tended to list Eleni’s qualities without relating these explicitly to the question.

Question 5

Candidates performed quite well in this question. They identified the tone and language of the speakers with qualifying examples, eg mother’s tone demonstrated her frustration and concern while the son’s tone appeared indifferent and argumentative.

Question 6

This question posed a challenge for a number of candidates. In the best responses, candidates demonstrated a link between Ari’s character traits and the events in his life. In the weaker responses, candidates tended to simply narrate the story of Ari’s life, without identifying his character traits or list his character traits without providing any supporting evidence from the text.

Section II – Reading and Responding

Part A

Question 8

- (a) Generally, this question was very well answered by the majority of the candidates. They were able to clearly identify the setting and the activities.
- (b) In the better responses the candidates demonstrated a clear understanding of the aspects of suffering conveyed in these lines of the text. They were able to clearly identify two issues

related to suffering, eg ‘alienation’ and ‘hunger’ and demonstrate interpretive skills in supporting their argument.

Some responses were limited to combining the two ideas of suffering into one, which indicated a lack of understanding of the issues explored.

Recommendation: Candidates are reminded that questions will often require more than the translation of lines of text. They should use past papers and other sources to practise a range of question types.

- (c) In the better responses, candidates demonstrated a global understanding of the text of the song. They provided well-supported answers as to the song-writer’s intent. They identified the main message of the song’s text.

Some responses showed a limited understanding of the song-writer’s intention and restricted their responses to translation of the relevant stanzas of the song.

A small number of responses misinterpreted the song-writer’s intent and indicated that the reader should be satisfied with their present lifestyle and be grateful for what they have.

Question 9

- (a) This question was quite well answered. However, a small number of candidates gave the speaker’s views on the matter, rather than the mother’s point of view as required by the question. Furthermore, a small number of candidates demonstrated little or no understanding of the sarcastic nature of the narrator’s comments.
- (b) The majority of candidates understood the context of the concluding paragraph but a number of candidates did not identify the ‘purpose’ of the concluding paragraph. Many candidates paraphrased or directly translated the concluding paragraph in their answer.
- (c) The majority of candidates were able to identify the negative aspects of advertising, however the positive aspect was mentioned by very few. Many of the candidates were able to support their answer with examples from the text.
- (d) Many candidates were able to identify language techniques and to provide examples from the text. However, few evaluated these techniques. The better responses included an understanding of the purpose and/or effect of these techniques.

Some candidates limited themselves to simply listing techniques and using the word ‘interesting’ to describe them.

Some examples of techniques included rhetorical questions – *Αλλά ποιος νοιάζεται;*; identification of the speaker with the audience and issue he is discussing *Είμαι και εγώ θυμά του κουτιου;*; humour – *Για ρωτήστε τη μαμά μου – συμφωνει σιγουρα;*; colloquial language – *χαζοκουτι;*; and the change in tone from humorous to more serious.

Part B

Question 10

Even responses which displayed an elementary understanding of vocabulary and sentence structures still addressed the main points of the text, thus indicating a more than limited understanding of the given stimulus.

Certain linguistic weaknesses in the responses to this question were as follows:

Morphological / Grammatical:

(a) Verbs

- i) Voice – Confusion between the endings of the active voice and the passive voice verbs. Also, there was some difficulty discerning the difference between the voice and the sense of the verb, eg

- *Σε αστείευω*
- *Χαιρομε οτι εισαι καλα*
- *Θυμαμε*
- *Να παμε εξω*
- *Θα παντρεψω την Γιαννα*

- ii) Aspect – A significant number of responses displayed confusion with regard to the aspect of the verbs, eg

- *Πρεπω τωρα να μαζεβουμε λεφτα για το γαμω*

- iii) Mood – Very often the conditional mood was used incorrectly, eg

- *Θα εφυγα*

- iv) Internal Augment – The past tense (simple) of the verb which required an internal augment, presented some difficulty, eg

- *υπογραψα, αναλαβα*

- v) Copular verbs – In most cases, copular verbs were not used in conjunction with the nominative case, eg

- *Ειναι το δευτερο χρονο, Εγινες αντρα*

- vi) Impersonal verb forms, eg

- *Πρεπω να παω*

(b) Nouns and Adjectives

- i) Nouns – Responses indicated that there was some difficulty in the use of the genitive and the vocative cases, eg

• *Γεια σου Αλεξής, της Γιαννα*

- ii) Adjectives – Often there was no agreement between adjectives and nouns, eg

Πολλά συνεντευξη, δε θα εχουμε μεγαλο υποδοχη

A significant number of candidates used ‘double’ the comparative, eg

Πιο καλυτερος, πιο νωριτερα

There was considerable confusion between the adjective ‘πολυς’ and the adverb ‘πολυ’, eg

Πολλη χαρουμενος, ειμαστε πολλοι οργισμενοι

(c) Pronouns, repositions and adverbs

- i) Direct and indirect object pronouns – responses indicated that there was some difficulty in identifying the direct and indirect object in a clause and therefore, in using the appropriate pronoun to denote it, eg

Αν με εστειλες κανενα ε-μαιλ, οπως με λες, να σαι καλα που μπυ θυμηθηκες και με εγραφες

- ii) Prepositions – Often prepositions which are used in conjunction with the accusative case were used either with the nominative or the genitive case, eg

Με οι φιλοι της, με η γονεις μου, με καλοι δυναδελφοι

- iii) Adverbs – The adverb *τι* was often confused with the feminine definite article *την*

eg *καταλαβενης τη σημαινη αυτο, τη να σου πω*

(d) Anglicisms

Eg *Παρε τον καιρο σου να το σκεφτεις,
θα πρεπει να απορριψω την συλλογισμενη σου προσφορα*

Recommendation: The use of the dictionary in a significant number of cases actually hampered rather than facilitated expression, as terms were used either out of context, or morphologically/grammatically incorrectly.

Section III – Writing in Modern Greek

Questions 11 (a) and 11 (b)

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 composed a descriptive and coherent text with a degree of grammatical and syntactical accuracy.

Both (a) and (b) were accessible; however, Question 11 (a) was attempted by the majority of the candidates.

While both parts of this question required a description, Part (b) also required an assessment of Australian culture from a Greek perspective. Some responses were overly superficial. However, the discriminating factor was the level of language used. Most of the responses demonstrated a basic knowledge of the appropriate aspects of language, eg grammar, syntax and vocabulary.

Questions 12 (a) and 12 (b)

The majority of candidates responded to 12 (a).

Most of the responses displayed an understanding of the relevant vocabulary and a degree of creativity and authenticity. Also, most responses were characterised by coherent argumentation and persuasiveness. The very best responses demonstrated a sophisticated vocabulary and an ability to manipulate structures in order to persuade.

The most prominent weakness area appeared to be syntax. This was reflected in errors relating to agreement between pronouns and verbs and nouns and adjectives.

Phonemes were often confused, especially consonant combinations $\mu\beta$ and $\nu\tau$ and double consonants ξ and ψ .

The past and the future tenses together with the conditional mood caused a great deal of confusion, eg

πως θα τους βρεθω, θα πηγα στην Ελλάδα αλλά ...

There was some difficulty in determining the appropriate form of the adjective for certain nouns, eg

Το σχολειο μας ηταν τυχερος, ο λαος ειναι κομενη στα δυο ...

Often, the comparative degree was used incorrectly, eg

Και περισσοτερο εσυ ο ποιο καλυτερος φιλος – pronoun and adverb were confused

Πιο μικροτερος – double comparatives

Again, the dictionary was often used in order to translate directly from English to Greek. This led to the use of a great number of anglicisms, eg

Βρεταννοι τονος – British accent

ανταλλαγους μαθητες – exchange students

Extension

Oral Examination

The majority of the candidates responded well to the questions. Better responses reflected a high level of accuracy, fluency and sophistication while the weaker responses included arguments with limited vocabulary, repetitions and long pauses.

Most candidates attempted Question 1. They managed to present and support a point of view which was illustrated by use of relevant examples. The better candidates demonstrated a more sophisticated argument with a high level of grammatical accuracy, variety of vocabulary and complex sentence structures.

Poor responses attempted to present an argument but with limited fluency, repetition and grammatical inaccuracies. They tended to provide a list of the changes for young people rather than present a point of view.

Question 2 was the least popular question. Many of those who did attempt it did not provide sufficient depth of treatment in their answers to this question. The argument often lacked cohesion and sophistication.

Question 3 was attempted by a large number of candidates. The better candidates demonstrated fluency and sophistication and managed to present a strong argument while the poor responses tended to repeat only the one point of view, ie that television advertisements persuade people to buy various products.

Written Examination

Section I – Response to the Prescribed Text

Part A

Question 1

Most candidates generally demonstrated a perceptive understanding of the song ‘Aegean’. They discussed the issues of the song in detail and with ease and confidence.

- (a) Most candidates were able to identify what was happening in lines 1 and 2 and were able to link the action of the girl with the issues raised in the song.
- (b) This question challenged some of the candidates who limited their responses to simply providing a description of the Aegean Sea. In the better responses, candidates demonstrated the ability to discuss the significance of the title in detail as well as providing examples and references from the text to support their views.
- (c) In the better responses, candidates identified the mood of the song and discussed aspects of music and voice in relation to the mood. Many responses included details of aspects of music, eg instrumentation, tempo, melody etc. The various aspects of voice were also extensively

and perceptively discussed by candidates, demonstrating how both of these elements contributed to the mood.

Weaker responses restricted their discussion to aspects of music and voice without linking these to the mood of the song.

- (d) Most candidates demonstrated a very good understanding of adversity as it is explored in the song and provided adequate examples to support their answers. In addition, they provided a very good explanation of how adversity is overcome, according to the song, reinforcing their answer with appropriate references. The best responses presented a more global interpretation of the prescribed issue of overcoming adversity and its significance.

Part B

Question 2

Candidates demonstrated a comprehensive understanding of the prescribed song and provided examples from the song to support their views. In the better responses, candidates were able to manipulate language and provide a creative response by demonstrating a perceptive and sensitive understanding of the prescribed song. They provided adequate references from the text.

The weaker responses generally did not address the appropriate issues arising from the prescribed song and simply provided relevant information in the form of a narrative.

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.

Recommendation: Candidates are reminded they are required to demonstrate their understanding of the text and this may require some critical interpretation.

Section II – Writing in Modern Greek

Questions 3 and 4

It was observed that responses to question 4 were, on the whole, stronger from a linguistic and thematic perspective. It was also observed that candidates who responded to question 4 were able to apply appropriate knowledge drawn from a number of sources.

In question 3, it was language and not content that proved to be the factor that distinguished the exceptional response from the average response. The most prominent area of weakness was application of the verb system, eg

- Δεν ειχεστε τιποτα, Ερχουμαστε εδω, Αν αυτην την ερωτηση την ρωτησαν πρην πενηντα χρονια, χρειαζει λογια.

Often an inappropriate register was used, eg

- Για σας φιλους και φιλη

There was often little agreement between nouns and adjectives and articles and nouns, eg

- Τους γιαγια και παππου, Οι δουλεια δυσκολη, Εχουμε τοσα πλουσια σημαιες

Anglicisms were frequently used, eg

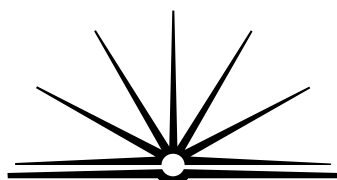
- Μπορεις να εισαι πολυ περιφανος για
- Αλλα οταν ερχετε και στις δουλειες του σπιτιου.

Modern Greek Beginners

2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Speaking Skills Examination			
Section I — Reading Aloud			
	10	Lifestyles – letter	H2.4
Speaking Skills Examination			
Section II — Speaking Skills			
1	2	Travel	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
2	4	School	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	4	Eating out	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
Listening Skills Examination			
1	1	Travel – announcement	H3.1
2	1	Lifestyles – message	H3.1
3	2	Travel – advertisement	H3.1
4	1	Relationships – announcement	H3.1
5	2	Eating out – conversation	H3.1
6	1	School – conversation	H3.1
7	3	Daily routine – conversation	H3.1
8 (a)	2	Lifestyles – advertisement	H3.1
8 (b)	1	Lifestyles – advertisement	H3.1
9	3	Lifestyles – conversation	H3.1
10	4	Relationships – conversation	H3.1
11	4	Conversation profession – job-search	H3.1

Question	Marks	Content	Syllabus outcomes
Written Examination			
Section I — Reading Skills			
1	2	Lost property – advertisement	H3.1
2	4	Travel/relationship – postcard	H3.1
3 (a)	1	Cultural festival – flyer	H3.1
3 (b)	4	Cultural festival – flyer	H3.1
4 (a)	1	Relationships – conversation	H3.1
4 (b)	2	Relationships – conversation	H3.1
4 (c)	3	Relationships – conversation	H3.1
5 (a)	1	School experience – speech	H3.1
5 (b)	2	School experience – speech	H3.1
5 (c)	5	School experience – speech	H3.1
6 (a)	2	Lifestyles – diary	H3.1
6 (b)	3	Lifestyles – diary	H3.1
6 (c)	3	Lifestyles – diary	H3.1
7 (a)	2	Youth issues – article	H3.1
7 (b)	1	Youth issues – article	H3.1
7 (c)	2	Youth issues – article	H3.1
7 (d)	3	Youth issues – article	H3.1
7 (e)	4	Youth issues – article	H3.1
Written Examination			
Section II — Writing Skills			
8	10	School Guided – dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
9	10	Daily routine – letter to pen pal	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
10	10	Weekend routine – composition	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
11	10	Comparing daily routines – dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8



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

2004 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

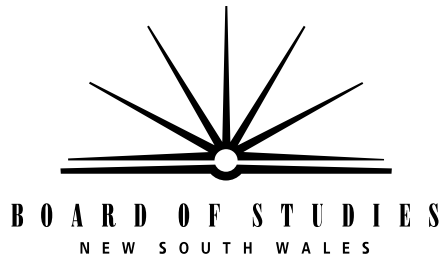
Criteria	Marks
• Uses Greek effectively to convey the meaning of the cues • Demonstrates control of complex Greek structures	4
• Uses Greek appropriately to convey the meaning of most of the cues • Demonstrates an appropriate range of language and structures	3
• Uses Greek to convey the meaning of some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

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 to convey the meaning of the cues • Demonstrates control of complex Greek structures	4
• Uses Greek appropriately to convey the meaning of most of the cues • Demonstrates an appropriate range of language and structures	3
• Uses 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



2004 HSC Modern Greek Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies the fact that the train is running late or identifies the fact that they have half an hour to spare	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

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

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

Criteria	Marks
• Ticks only the two correct boxes	2
• Ticks only one correct box	1

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

Criteria	Marks
• (A)	1

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

Criteria	Marks
• Identifies the waiter's singing as the most impressive feature of this restaurant and elaborates on the nature of the musical program provided	2
• Identifies the waiter's singing as the most impressive feature of this restaurant OR • Gives some detail about the musical program	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Ticks the only three correct instructions	3
• Ticks only two of the three correct instructions	2
• Ticks only one of the three correct instructions	1

NB: For every additional tick (ie 4 or more) one mark deducted

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

Criteria	Marks
• Demonstrates an understanding of the urgency with one example	2
• Identifies some relevant information	1

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

Criteria	Marks
• 674 218 03	1

Question 9

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies any two actions that Aliki will take as a result of the doctor's recommendations Makes reference to Aliki ringing her friend Pericles 	3
<ul style="list-style-type: none"> Identifies any two actions that Aliki will take as a result of the doctor's recommendation OR <ul style="list-style-type: none"> Identifies one action that Aliki may take as a result of the doctor's recommendations and makes reference to Aliki ringing her friend Pericles 	2
<ul style="list-style-type: none"> Identifies one action that Aliki will take as a result of the doctor's recommendations OR <ul style="list-style-type: none"> Makes reference to Aliki ringing her friend Pericles 	1

Question 10

Outcomes assessed: H3.1

MARKING GUIDELINES

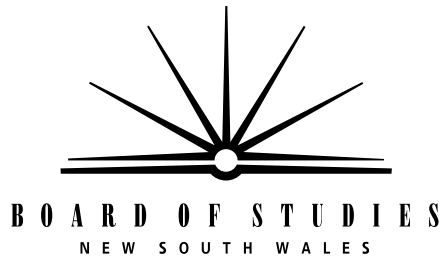
Criteria	Marks
<ul style="list-style-type: none"> Explains what the problem is and how it will be resolved with most relevant detail 	4
<ul style="list-style-type: none"> Identifies the problem with some aspects of the solution 	2–3
<ul style="list-style-type: none"> Identifies some relevant information 	1

Question 11

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> Identifies Lefteri's negativity to three of her suggestions with detailed examples 	4
<ul style="list-style-type: none"> Identifies Lefteri's negativity to two of her suggestions with detailed examples 	3
<ul style="list-style-type: none"> Identifies Lefteri's negativity to one of her suggestions with detailed example 	2
<ul style="list-style-type: none"> Identifies Lefteri's negativity to one of her suggestions with limited detail 	1



2004 HSC Modern Greek Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Identifies item from the missing bagLinks missing item to travel plans	2
<ul style="list-style-type: none">Identifies some relevant information	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">Demonstrates detailed understanding of the mixed emotions and supports this understanding with examples from text	4
<ul style="list-style-type: none">Demonstrates some understanding of the mixed emotions with references to the text	2–3
<ul style="list-style-type: none">Identifies some relevant information	1

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

Criteria	Marks
• (D)	1

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

Criteria	Marks
• Shows understanding of key events and makes detailed links with those who would be interested	4
• Shows some understanding of events and makes limited links with people who would be interested	2–3
• Identifies some relevant information	1

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

Criteria	Marks
• Establishes that Foti enters the chatroom to sell items	1

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

Criteria	Marks
• Demonstrates an understanding of Foti's character based on information from the text	2
• Identifies at least one aspect of Foti's character	1

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

Criteria	Marks
• Demonstrates a good understanding of Christina's feelings	3
• Demonstrates some understanding of Christina's feelings	2
• Identifies some relevant information	1

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

Criteria	Marks
• (A)	1

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

Criteria	Marks
• Identifies the subject	2
• Gives some evidence which suggests his love of it	
• Identifies some relevant information	1

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

Criteria	Marks
• Demonstrates a thorough understanding of the experiences that moulded his life	5
• Provides detailed examples	
• Demonstrates a sound understanding of some experiences that moulded his life	3–4
• Provides some details	
• Demonstrates a limited understanding of the experiences that moulded his life	1–2

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

Criteria	Marks
• Shows a thorough understanding of Michael's interests	2
• Shows a limited understanding of Michael's interests	1

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

Criteria	Marks
• Identifies problems with Mrs Georgiou • Identifies his procrastination and supports with examples	3
• Identifies problems with Mrs Georgiou AND • Identifies that he leaves school matters until the last minute OR • Supports either point with an example	2
• Identifies only one school related problem	1

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

Criteria	Marks
• Identifies elements of conflict and fear in his relationship with parents and supports with detailed examples from text	3
• Identifies some elements of conflict and fear in his relationship with parents and supports with examples from text	2
• Identifies an element of conflict and/or fear in his relationship with parents	1

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

Criteria	Marks
• Demonstrates an understanding of purpose of text	2
• Demonstrates a limited understanding of purpose of text	1

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

Criteria	Marks
• (A)	1

Question 7 (c)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies Yianni's preference for a quiet life away from the city	2
• Identifies Yianni's love of water sports	
• Identifies some relevant information	1

Question 7 (d)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies several aspects of Petros' lifestyle with reference to his personality	3
• Identifies some aspects of Petros' lifestyle with some reference to his personality	2
• Identifies some relevant information	1

Question 7 (e)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies Chloe as having the least amount of leisure time and compares her with all the others	4
• Identifies Chloe as having the least amount of leisure time and compares her with two others	3
• Identifies Chloe as having the least amount of leisure time and compares her with one other	2
• Identifies Chloe as having the least amount of leisure time	1

Section II — Writing Skills

Question 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"> • 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)

Question 9–11

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

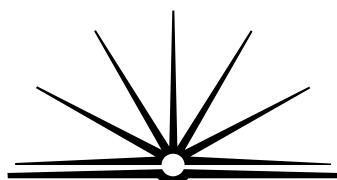
MARKING GUIDELINES

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

2004 HSC Examination Mapping Grid

Question	Marks	Content	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	2	Lifestyles — conversation	H3.1
2	2	Lifestyles — advertisement	H3.1
3	3	The world of work — announcement	H3.1
4	4	People and events — interview	H3.1, H3.2
5	4	Relationships — conversation	H3.1, H3.2
6	4	Personal identity — speech	H3.1, H3.2
7	6	The world of work — conversation	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part A			
8 (a)	2	Lifestyles – song	H3.1
8 (b)	3	Lifestyles – song	H3.1, H3.2
8 (c)	4	Lifestyles – song	H3.1, H3.2
9 (a)	2	Youth issues – speech	H3.1
9 (b)	3	Youth issues – speech	H3.1
9 (c)	5	Youth issues – speech	H3.1, H3.2
9 (d)	6	Youth issues – speech	H3.1, H3.2
Written Examination			
Section II — Reading and Responding			
Part B			
10	15	The world of work — email/email	H1.2, H1.3, H2.3, H3.1
Written Examination			
Section III — Writing in Modern Greek			
11 (a)	6	Youth issues — message	H2.1, H2.2, H2.3
11 (b)	6	The school experience — report	H2.1, H2.2, H2.3
12 (a)	9	Relationships — letter	H2.1, H2.2, H2.3
12 (b)	9	Lifestyles — diary entry	H2.1, H2.2, H2.3



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

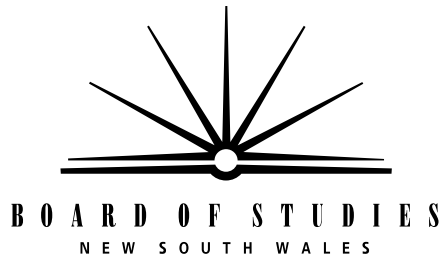
2004 HSC Modern Greek Continuers Marking Guidelines — Oral Examination

Conversation

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 comments• 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 comments• 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



2004 HSC Modern Greek Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the text by completing table	2
• Demonstrates some understanding of the text	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the offer being made with some detail	2
• Demonstrates a limited understanding of the offer	1

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

Criteria	Marks
• Demonstrates a clear understanding of the announcement and provides details	3
• Demonstrates some understanding of the announcement with some detail	1–2

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

Criteria	Marks
• Demonstrates a thorough understanding of Eleni’s lifestyle and character that make her a role model for young people with detail	4
• Demonstrates some understanding of Eleni’s lifestyle and character that make her a role model for young people	2–3
• Identifies at least one relevant aspect of Eleni’s lifestyle or character	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of the attitudes of the speakers as reflected in the speakers’ tone and language • Supports answer with appropriate examples	4
• Demonstrates some understanding of the attitudes of the speakers as reflected in speakers’ tone and language, and supports answers with few examples	2–3
• Demonstrates limited understanding of the attitude of the speakers	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the link between events of Ari's life and his character, with details	4
<ul style="list-style-type: none">• Demonstrates some understanding of the link between events of Ari's life and his character with some detail	2–3
<ul style="list-style-type: none">• Demonstrates limited understanding of the link between events of Ari's life and his character	1

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the justification for the dismissal• Supports answer with examples	6
<ul style="list-style-type: none">• Demonstrates a good understanding of the justification for the dismissal• Supports answer with examples	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of the justification for the dismissal• Supports answer with examples	2–3
<ul style="list-style-type: none">• Demonstrates a limited understanding of the justification for the dismissal	1

Section II — Reading and Responding

Part A

Question 8 (a)

Outcomes assessed: H31

MARKING GUIDELINES

Criteria	Marks
• Identifies the surroundings and the activities	2
• Identifies either the surroundings or the activities	1

Question 8 (b)

Outcomes assessed: H31, H3.2

MARKING GUIDELINES

Criteria	Marks
• Provides a clear understanding of suffering as conveyed in lines 13–16	3
• Provides some understanding of suffering as conveyed in lines 13–16	2
• Provides limited understanding of suffering as conveyed in lines 13–16	1

Question 8 (c)

Outcomes assessed: H31, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the song writer's views with examples	4
• Demonstrates some understanding of the song writer's views with few examples	3–2
• Demonstrates a limited understanding of the song writer's views	1

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the mother's feelings about her son's viewing habits with detail	2
• Identifies the mother's feelings about her son's viewing habits	1

Question 9 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of the purpose of the concluding paragraph with reference to at least one main idea from the text	3
• Demonstrates some understanding of the purpose of the concluding paragraph	2
• Demonstrates a limited understanding of the purpose of the concluding paragraph	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the attitude of the speaker towards advertising, both positive and negative • Supports answer with examples	5
• Demonstrates some understanding of the attitude of the speaker towards advertising and supports answer with few examples	3–4
• Demonstrates limited understanding of the attitude of the speaker towards advertising	1–2

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

Criteria	Marks
• Identifies and evaluates the techniques used with detailed examples from the text	6
• Identifies the techniques used with some evaluation and provides some examples from the text	4–5
• Identifies some techniques used with limited evaluation	2–3
• Identifies two techniques with no evaluation	1

**Section II — Reading and Responding
Part B****Question 10**

Outcomes assessed: H1.2, H1.3, 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 11

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 12

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

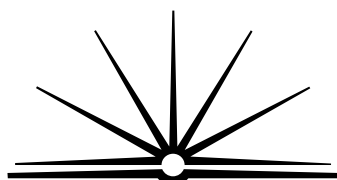
MARKING GUIDELINES

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

2004 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
1	5	Overcoming adversity — monologue	H1.1, H1.2
2	5	Overcoming adversity — monologue	H1.1, H1.2
3	5	Search for identity — monologue	H1.1, H1.2
Written Examination			
Section I — Response to Prescribed Text			
Part A			
1 (a)	2	<i>Aegean</i>	H2.1, H2.2, H2.3
1 (b)	3	<i>Aegean</i>	H2.1, H2.2, H2.3
1 (c)	4	<i>Aegean</i>	H2.1, H2.2, H2.3
1 (d)	6	<i>Aegean</i>	H2.1, H2.2, H2.3
Written Examination			
Section I — Response to Prescribed Text			
Part B			
2	10	<i>Like Odysseus</i> — letter	H2.1
Written Examination			
Section II — Writing in Modern Greek			
3	15	Concept of journey — script of speech	H1.1, H1.2
4	15	Search for identity — short essay	H1.1, H1.2



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

2004 HSC Modern Greek Extension Marking Guidelines — Oral Examination

Monologue

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



2004 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
• Demonstrates an understanding of who recites the poem and the importance of this event	2
• Identifies the event	1

Question 1 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the significance of the title of the song making direct references to all things Greek (eg history, landscape, art etc) • Uses appropriate examples from the song	3
• Demonstrates some understanding of the significance of title and makes some links to Greece • Some examples used from the song	2
• Limited understanding of the significance of title of the song with limited references from the song	1

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

Criteria	Marks
• Identifies the mood or moods of the song and demonstrates perceptively how music and voice relate to it/them	4
• Refers to the mood or moods of the song and attempts to demonstrate how music and voice relate to it/them	2–3
• Shows limited understanding of the mood or moods of the song with minimal references to music and voice	1

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

Criteria	Marks
• Explains how the theme of overcoming adversity is explored in the song • Supports the answer with a perceptive analysis of the song	6
• Identifies aspects of overcoming adversity in the song • Supports answer with reference to relevant examples from the song	4–5
• Refers to the theme of overcoming adversity with some examples	2–3
• Shows limited understanding of the theme of overcoming adversity	1

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