

**2008 HSC Notes from
the Marking Centre
Modern Greek**

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2008 HSC NOTES FROM THE MARKING CENTRE

MODERN GREEK

Introduction

This document has been produced for the teachers and candidates of the Stage 6 courses in Modern Greek. It contains comments on candidate responses to the 2008 Higher School Certificate examinations, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabuses, the 2008 Higher School Certificate examinations, 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

Oral examination

Most candidates conversed comfortably in the new Beginners Oral Examination and sustained the conversation for the required time of five minutes. Most candidates understood the questions posed to them and their responses were varied in their treatment of certain topics. They demonstrated depth and linguistic competence.

The better responses demonstrated confidence and fluency in both content and language. Furthermore, they displayed a more thorough treatment of the topics and used appropriate vocabulary and correct syntax and grammar to convey their perspective. They demonstrated their clear understanding of topics and developed a conversational style, and also their knowledge of language structures through their correct use of article, noun, verb, adjectival agreement and sophisticated vocabulary.

Weaker responses, although demonstrating some degree of fluency, were often characterised by a lack of appropriate vocabulary, agreements and tense. The range of responses included many common grammatical and syntactical errors. For example, articles (definite and indefinite) were used incorrectly in terms of gender, number and cases. Often there was no agreement between nouns and articles, adjectives or verbs. There was either no agreement between nouns and adjectives or the comparative degree was used inappropriately.

Candidates are reminded to practise the vocabulary and language structures associated with the theme 'personal world' as it relates to the prescribed topics set out in the syllabus. Some of these structures include: the correct use of the verb *μ'αρεσει*; the simple past tense, eg *πηγαμε σινεμα*; the use of the genitive for dates, eg *2 Απριλιου*; noun and article agreement, eg *ενας αδερφος, ο πατερας*; and formation of plurals, eg *τους φιλους μου*.

In general, candidates seemed well prepared to discuss their personal world and most spoke comfortably for the five minutes.

Writing skills examination

Listening skills

Most responses demonstrated a good understanding of the spoken texts, and candidates generally responded appropriately to the demands of the questions.

Question 1

Most candidates correctly identified that the conversation took place at the airport.

Question 2

Most candidates demonstrated a good understanding of the appeal of this advertisement: that is, it appeals to those who want to learn to dance and to meet new people.

Question 3

Most candidates correctly identified the purpose of the message and provided a few references from the text.

Question 4

Most candidates completed the accommodation evaluation form quite well, providing information in each of the required fields.

Question 5

In the better responses, candidates clearly explained Mark's disappointment in not attending the grandfather's birthday party and supported their answer with detailed textual references. In the weaker responses, candidates placed too much emphasis on minor details and/or did not respond directly to the question.

Question 6

In the better responses, candidates provided a perceptive understanding of the discussion, citing such points as Anna's week-long absence from school and her fear of bullying. They also identified the principal's pending action. The weaker responses provided only some of the abovementioned relevant information.

Question 7

Most candidates correctly identified the career (chef) which would appeal to Kosta.

Question 8

In the better responses, candidates provided an equal amount on the personality traits of each speaker mentioned in the text. They provided detailed examples from the text. Candidates are reminded that they should not simply translate information but deduce personality traits from the text.

Question 9

In the better responses, candidates correctly identified the context of the conversation and justified the woman's objections, providing detailed references from the text.

Question 10

In the better responses, candidates clearly identified Marina's thoughts about Vasili – such as that he is a good person, she likes him, he is influenced by his new girlfriend and that he is a poor judge of character.

Candidates are reminded to use dictionaries appropriately and correctly during the examination. In addition, it is worth noting that simple translation and/or reiteration of the spoken text may not constitute a perceptive understanding of the text. In some cases, information contained in the text may need to be interpreted in a response to the question.

Section I – Reading skills

Question 11

Most candidates provided a detailed response, identifying the reasons for going to the party. The weaker responses did not identify *πρωτοχρονιά* as New Year.

Question 12

- (a) Most candidates identified the negative aspects of life in Greece.
- (b) Better responses identified Margarita's positive experiences as reflected in the postcard, with detailed reference to the text. Weaker responses identified only some relevant information.

Question 13

- (a) Most responses identified the closeness and longevity of the relationship between Yiorgo and Yianni, supported by references from the text.
- (b) In the better responses, candidates identified Yianni's dilemmas with detailed references to the text. Weaker responses, however, demonstrated a limited understanding of the text.

Question 14

- (a) Most responses explained how the importance of friendship is portrayed in the text. In the better responses, candidates made close references to the text to illustrate their answer.
- (b) Most responses demonstrated some understanding of Grigori's travel experiences, focusing only on one aspect of his travel experience.
- (c) Most responses demonstrated an understanding of why Aristo and Violetta should not travel together.

Question 15

- (a) Most responses identified the highlights of Stella's museum visit, with references to the text. The weaker responses tended to list the highlights rather than developing an answer.

- (b) Most responses identified the similarities and differences between the three diary entries with examples from the text. Weaker responses focused only on one or two of the diary entries.

Section II – Writing skills

Question 16

Most responses communicated ideas and information effectively, demonstrating a good understanding of audience, purpose and context. These responses demonstrated control of a range of vocabulary and language structures in describing the lost dog.

Question 17

Most responses communicated their ideas in the form of a message to the mother. These responses organised information and ideas coherently and used appropriate vocabulary and language structures to complete the task. Weaker responses, however, demonstrated limited evidence of the ability to organise ideas and some knowledge of vocabulary and language structures.

Part B

Question 18

Most responses fulfilled the requirements of the task. These responses developed some ideas and showed some knowledge of vocabulary and language structures. In the better responses, candidates developed original ideas that were organised coherently.

Weaker responses developed some ideas relevant to the task, displaying elementary knowledge of vocabulary and language structures.

Continuers

Oral examination

Most candidates sustained the conversation comfortably for the required time of 10 minutes. The majority of candidates comprehended the questions posed to them and their responses varied in their treatment of certain topics both in terms of depth of treatment of questions and linguistic competence.

In the better responses, candidates demonstrated confidence and fluency as well as sophistication in both content and language. Furthermore, they displayed a more comprehensive treatment of the topics and accurately used appropriate vocabulary and correct syntax and grammar to convey their perspective. Candidates also demonstrated enthusiasm and authenticity in the treatment of topics and demonstrated a natural conversational style.

Weaker responses, although demonstrating some degree of fluency, were often characterised by a lack of ability to use appropriate vocabulary to elaborate. The range of these responses included many common grammatical and syntactical errors. For example, for articles (definite and indefinite), the gender, number and case were used incorrectly. Often there was no agreement

between nouns and articles, adjectives or verbs. There was either no agreement between nouns and adjectives, or the comparative degree was used inappropriately.

There was some confusion with regard to the use of the adverb *πολυ*.

Errors in relation to verbs ranged from difficulty in achieving agreement between the noun and the person of the verb to determining the appropriate tense, mood and sense of a verb. In particular, the verb ‘to like’: *Μ'αρεσω, τους αρεσει οι φιλεναδες μου, θα αρεσε να παω*.

- Anglicisms and use of English words: Weaker responses used English words or directly translated from English to Greek.
- Vocabulary: Some candidates did not know the vocabulary associated with school subjects and the personal profile. In the better responses, candidates use this vocabulary authentically. Most candidates discussed future aspirations and demonstrated their grasp of the relevant vocabulary and Greek grammar.

Candidates are advised to familiarise themselves with a range of vocabulary and language structures relating to the topics set out in the syllabus and to elaborate on their ideas during the examination where appropriate. Prepared answers on various topics should be avoided as the conversation test will vary from candidate to candidate.

Written Examination

Section I – Listening and responding

Most candidates' responses demonstrated a good understanding of the listening texts. In the better responses, candidates provided perceptive and detailed answers with relevant examples. In the weaker responses, candidates did not address the question fully or provided only some relevant information.

Question 1

Most candidates responded appropriately to the first question, demonstrating a good understanding of Pavlo's concerns.

Question 2

Better responses identified the apology. Most candidates identified the change of plans and identified the fact that the Acropolis was closed as the reason for the announcement.

Question 3

Candidates demonstrated a good understanding of the impact of the grandfather's experiences on the granddaughter.

Question 4

In the better responses, candidates demonstrated a thorough understanding of the tone, providing examples such as secretive, soft voice, regretful, disappointed.

Question 5

Most candidates correctly evaluated Angelo's decision, stating both the pros and cons of his decision as well as providing an overall statement about it – that is, that he made the right decision to work from home.

Question 6

Candidates were required to listen to the entire passage and deduce the answer from the options given.

Question 7

In the better responses, candidates deduced the personalities of the two speakers by using appropriate adjectives and citing very good examples. They identified the differences between the two speakers; for example, the girl is open-minded, sensitive, curious and appreciative while the man is superficial, narrow-minded and arrogant. The weaker responses simply resorted to retelling the story or translating the text.

Question 8

In the better responses, candidates demonstrated a thorough understanding of the mother's attitude towards the son and his friends. They clearly identified the mother's tone and the way she conveys her anger and negative stance as well as her frustration and concerns, and included examples to support their answer.

In relation to the Listening and Responding section, candidates are reminded to support their answers with examples or references from the text, where appropriate, as this communicates their thorough and perceptive understanding. In the evaluative questions, candidates are required to justify their answers. Candidates should refrain from direct translation and/or retelling the story unless specifically asked to do so. In addition, the taking of good notes during the reading of the texts is highly recommended.

Section II – Reading and responding

Part A

Question 9

- (a) Candidates had difficulty identifying the phenomenon requested in the question but most discussed who is to blame for this phenomenon. Most candidates referred to mass media's bombarding of the public, without explaining the phenomenon.
- (b) Candidates' responses indicated a lack of understanding as to which paragraph was being referred to in the question. In the better responses, candidates selected information from the third paragraph and demonstrated a good understanding of the point that the writer was making and provided relevant examples. They linked the qualities of past heroes with the qualities of today's heroes.

- (c) In the better responses, candidates discussed the effectiveness of the article by referring to linguistic techniques with relevant examples. Some good examples included the use of rhetorical questions, the juxtaposition of old and new heroes, use of punctuation, and tone. The weaker responses did not include any relevant references to effectiveness.

Question 10

- (a) Most candidates demonstrated a good understanding of Irene’s initial concerns, which is that the family was being discriminated against and that a petition was being signed to have the family evicted.
- (b) Most candidates showed a good understanding of the impact that moving to Greece had on the son and illustrated their response with examples from the text. In the better responses, candidates identified the change of attitude towards his mother.
- (c) In the better responses, candidates demonstrated a thorough understanding of the extent to which the attitude of the local Greeks towards the family was justified and made detailed references to the text.
- (d) In the better responses, candidates compared the ways in which both people conveyed their point of view, with references to either language or tone. The weaker responses translated the text and made no reference to either language or tone.

In relation to Reading and Responding Part A, candidates are reminded to read the questions carefully and to support their answers with examples or references from the text, where appropriate, as this constitutes a thorough and perceptive understanding. In the evaluative questions, candidates are required to justify their answers. Candidates should refrain from direct translation and/or retelling the story unless specifically asked to do so.

Part B

Question 11

Most candidates understood the requirements of the task and structured a response in the appropriate text type. Responses displayed an ability to organise information and to use the relevant vocabulary in order to cover most of the main points.

In the better responses, candidates displayed sophistication and provided depth in the treatment of the task by dealing with all aspects of the question, that is, discussing their feelings and giving advice. They were characterised by the development of relevant information, ideas and opinions expressed in a coherent and well-structured manner. These responses demonstrated extensive knowledge and understanding of vocabulary and sentence structure, and displayed eloquence in expression.

The weaker responses, although showing a general understanding of the text, did not adequately treat both aspects of the question which required a discussion of feelings as well as giving advice. Furthermore, these responses lacked the knowledge and understanding of vocabulary and sentence structures to express opinions and ideas, making significant errors.

Some examples included:

- incorrect usage of the verb ‘to be’ and the impersonal verb ‘must’
- lack of agreement between article and noun, adjective and noun, and subject and verb
- incorrect use of the verb tenses
- incorrect use of passive voice
- incorrect use of personal pronouns
- confusion of the letters of the alphabet, making phonetic errors
- anglicisms.

Section III – Writing in Modern Greek

Questions 12(a) and (b)

In the better responses, candidates wrote descriptively with well-selected information relevant to the demands of the task. These references also demonstrated extensive knowledge and understanding of relevant and appropriate vocabulary as well as the ability to structure a coherent response.

In the weaker responses, candidates were generally met the requirements of the task without displaying depth of treatment. In particular, some of these responses did address the aspect of Question 12 (a) which required writing about something ‘unusual’. The weaker responses also displayed inaccuracies in grammar, spelling and syntax.

Some examples included:

- incorrect use of the verbs ‘to be’ and ‘to have’ noun
- lack of agreement between noun and adjective
- incorrect use of verb endings
- confusion of passive and active voice verbs
- incorrect use of articles and noun in relation to gender, number and case
- confusion in the use of the letters of the Greek alphabet, especially the double consonants and use of English letters
- incorrect use of dictionaries in relation to the selection of a word appropriate to the context.

Questions 13(a) and (b)

In the better responses, candidates demonstrated depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and opinions. These responses also demonstrated extensive knowledge and understanding of vocabulary as well as being able to manipulate language authentically and creatively in order to persuade or reflect.

Although the weaker responses generally showed understanding of the requirements of the task and demonstrated satisfactory knowledge of vocabulary and sentence structure, as well as some coherence in the sequencing of ideas, they were characterised by many inaccuracies in language and grammar. Some examples of these inaccuracies were:

- incorrect use of the passive voice
- lack of agreement between article and noun
- lack of agreement between subject, verb and object
- incorrect use of tenses
- incorrect use of verb endings
- incorrect use of dictionaries in relation to the selection of a word appropriate to the context.

Please note the changes to this section in 2009 in relation to the number of marks and word limits.

Extension

Oral examination

In the better responses, candidates presented and sustained a sophisticated argument with breadth and depth in the treatment of ideas. In these responses, candidates articulated an argument supported by relevant information and demonstrated confident and fluent communication as well as a high level of grammatical accuracy.

Mid-range responses attempted to present a coherent argument; however, they generally lacked structure and fluency and were characterised by repetition and linguistic inaccuracies. Some of these responses elaborated on the themes competently, but did not address the specific question to which these themes related.

Weaker responses were characterised by short, simple sentences, limited vocabulary, long pauses, the use of anglicisms and irrelevant repetition. These responses also included a number of incorrect phrases, including some used out of context and some that used incorrect grammar.

Question 1

In the better responses, candidates explained their point of view in detail. The argument was well expressed and well structured.

Weaker responses tended to provide some relevant information without presenting an argument. Some candidates referred to their grandparents' migration and the problems they had faced as migrants. However, they did not discuss how they overcame these problems.

Question 2

In the better responses, candidates responded by providing a well-structured argument on the dangers of the internet and the implications for today's youth. These responses demonstrated an extensive and sophisticated vocabulary.

In the weaker responses, there was little evidence of a developed and sustained argument and the responses tended to refer to general points relating to the use of computers and their advantages rather than developing an argument.

Question 3

In the better responses, there was evidence of highly sophisticated and well-reasoned arguments on how today's young people can influence each other. They also highlighted the impact that this can have on the youth of today.

In weaker responses, candidates discussed how young people spend time together, but did not develop an argument.

Written examination

Section I – Response to the prescribed text

Part A

Question 1

- (a) Most candidates made reference to the historical relevance of the phrase *παλια Ελλάδα*. In the better responses, candidates demonstrated an understanding of Greece's former glory before the Asia Minor Catastrophe. The weaker responses merely included a translation of the phrase.
- (b) In the better responses, candidates linked the significance of the title to the singer. However, weaker responses did not refer to the singer but simply analysed the title.
- (c) In the better responses, candidates discussed the change of mood in the refrain as distinct from the other stanzas of the song and made detailed references to language, music and voice. In the weaker responses, candidates limited their answer to a general discussion of the mood of the entire song, or else they confused the two moods.
- (d) In the better responses, candidates demonstrated a perceptive understanding of how the concept of journey is explored in this song and in one other song. They demonstrated how the issue is explored with reference to specific techniques such as imagery and hyperbole.

Candidates are reminded that they should read all questions carefully to answer with relevant information, and should support their answer with examples from the text.

Please note that in 2009 the new prescribed text, the film Πολιτικη Κουζίνα will be examined in this section of the examination.

Part B

Question 2

Most responses demonstrated an understanding of the prescribed text, with satisfactory control of vocabulary and sentence structure. Better responses demonstrated a perceptive understanding of the prescribed text. These responses included references to the text and the issues that arose, such as migration, alienation, love and appreciation of one's country, which they successfully linked back to the question.

Weaker responses made general references to the song. These responses presented a piece of creative writing about the advantages and disadvantages of a permanent move to Greece without discussing how this relates to the particular song. However, these responses demonstrated satisfactory control of vocabulary and sentence structures and complied with the required text type.

Candidates are reminded that in order to demonstrate a perceptive understanding of the prescribed text in this particular question, they will need to demonstrate knowledge of the issues explored in the song and provide detailed references, either directly or indirectly, to support their argument.

Please note that in 2009 the new prescribed text, the film Πολιτικη Κουζίνα will be examined in this section of the examination.

Section II – Writing in Modern Greek

Questions 3 and 4

Candidates generally understood the requirements of the questions and made a genuine effort to respond. The better responses demonstrated depth in the treatment of relevant ideas and developed a coherent and sophisticated argument, and provided a range of examples in their treatment of the topic. They were also characterised by high grammatical accuracy and an extensive range of vocabulary.

The weaker responses provided relevant information but did not provide a coherent argument supported by relevant examples. Their expression was also hindered by weaknesses in linguistic structures and grammatical inaccuracies. For example:

- incorrect spelling of basic vocabulary relevant to the topic
- confusion of pronouns, article–noun, noun–adjective
- inaccurate use of verbs
- some anglicisms.

Candidates are reminded to always answer the specific question being asked, by using relevant information to support their argument.

Modern Greek Beginners

2008 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
	20	Conversation covering the candidate's personal world as it relates to the prescribed topics	H1.1, H1.2, H1.3
Written Examination			
Section I — Listening			
1	1	Holidays, travel and tourism — dialogue	H2.5
2	2	Friends, recreation and pastimes — advertisement	H2.2
3	2	Family life, home and neighbourhood — message	H2.5
4	3	Holidays, travel and tourism — dialogue	H2.3
5	3	Family life, home and neighbourhood — dialogue	H2.4
6	4	Education and work — dialogue	H2.2
7	1	Future plans and aspirations — dialogue	H2.4
8	4	Friends, recreation and pastimes — dialogue	H2.2
9	5	People, places and communities — dialogue	H2.4
10	5	Friends, recreation and pastimes — dialogue	H2.2, H2.4
Section II — Reading			
11	2	Family life, home and neighbourhood — invitation	H2.5
12 (a)	2	Education and work — postcard	H2.2
12 (b)	2	Education and work — postcard	H2.2
13 (a)	2	Education and work — letter	H2.4
13 (b)	4	Education and work — letter	H2.4
14 (a)	2	Holidays, travel and tourism — chat room	H2.4
14 (b)	2	Holidays, travel and tourism — chat room	H2.2
14 (c)	4	Holidays, travel and tourism — chat room	H2.2, H2.4
15 (a)	4	People, places and communities — diary entry	H2.2
15 (b)	6	People, places and communities — diary entry	H2.2, H2.4
Section III — Writing in Modern Greek			
Part A			
16	4	Family life, home and neighbourhood — note	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3
17	6	Friends and pastimes — message	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3
Section III — Writing in Modern Greek			
Part B			
18 (a)	10	People, places and communities — diary entry	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3
18 (b)	10	People, places and communities — diary entry	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3

Modern Greek Continuers

2008 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	The school experience — conversation	H3.1
2	3	Lifestyles — announcement	H3.1
3	3	Personal identity — conversation	H3.1, H3.2
4	3	Relationships — conversation	H3.1, H3.2
5	4	World of work — conversation	H3.1, H3.2
6	1	Relationships — conversation	H3.1, H3.2
7	4	Youth issues — conversation	H3.1, H3.2
8	5	Relationships — conversation	H3.1, H3.2
Section II — Reading and Responding			
Part A			
9 (a)	2	Lifestyles — article	H3.1
9 (b)	3	Lifestyles — article	H3.1
9 (c)	5	Lifestyles — article	H3.1, H3.2
10 (a)	2	Migrant experience — letter(s)	H3.1, H3.2
10 (b)	4	Migrant experience — letter(s)	H3.1, H3.2
10 (c)	4	Migrant experience — letter(s)	H3.1, H3.2
10 (d)	5	Migrant experience — letter(s)	H3.1, H3.2
Section II — Reading and Responding			
Part B			
11	15	Youth issues — email/email	H1.2, H1.3, H2.1, H2.3, H3.1
Section III — Writing in Modern Greek			
12 (a)	6	Lifestyles — email	H2.1, H2.2, H2.3
12 (b)	6	Lifestyles — email	H2.1, H2.2, H2.3
13 (a)	9	Relationships — letter	H2.1, H2.2, H2.3
13 (b)	9	The school experience — article	H2.1, H2.2, H2.3

Modern Greek Extension

2008 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>The Songs from Smyrna</i> — search for identity	H2.3
1 (b)	3	<i>The Songs from Smyrna</i> — search for identity	H2.1
1 (c)	4	<i>The Songs from Smyrna</i> — search for identity	H2.2
1 (d)	6	<i>The Songs from Smyrna</i> — search for identity	H2.1, H2.2
Written Examination			
Section I — Response to Prescribed Text			
Part B			
2	10	<i>Oh Hellas</i> — letter	H2.1, H2.3
Written Examination			
Section II — Writing in Modern Greek			
3	15	Search for identity — short essay	H1.1, H1.2
4	15	Search for identity — article	H1.1, H1.2

Section III — Writing in Modern Greek

Part B

Question 18

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

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience• Organises information and ideas coherently• Demonstrates knowledge of a variety of vocabulary, language structures and features	9–10
<ul style="list-style-type: none">• Presents and develops original ideas, information, and/or opinions mostly relevant to context, purpose and audience• Organises information and ideas• Demonstrates some knowledge of a variety of vocabulary, language structures and features	7–8
<ul style="list-style-type: none">• Presents and develops some ideas, information, and/or opinions relevant to context, purpose and audience• Organises information and ideas with some coherence• Demonstrates some knowledge of vocabulary, language structures and features	5–6
<ul style="list-style-type: none">• Presents some information relevant to the task• Demonstrates elementary knowledge of vocabulary, language structures and features	3–4
<ul style="list-style-type: none">• Produces some comprehensible language related to the task	1–2



2008 HSC Modern Greek Continuers Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Modern Greek Continuers, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of Pavlo's concerns	2
• Provides some relevant information	1

Sample answer:

Pavlo's concerns are that if he goes out with them, he won't be able to relax because he hasn't completed the assignment.

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of why this announcement is being made	3
• Demonstrates a good understanding of why this announcement is being made	2
• Provides some relevant information	1

Sample answer:

To apologise for the changes to the itinerary for the day. Also to inform the travellers of the alternative arrangement.

Question 3

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the impact that the grandfather's experiences have on the granddaughter	3
• Demonstrates a good understanding of the impact that the grandfather's experiences have on the granddaughter	2
• Provides some relevant information	1

Sample answer:

The grandfather's experience had a strong impact on his granddaughter. Her personal understanding was completely challenged as she had considered the story to be fantasy and not fact. As a result her outlook changed to one of empathy and admiration.

Question 4

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the tone	3
• Demonstrates a good understanding of the tone	2
• Provides some relevant information	1

Sample answer:

The tone of the phone call is remorseful and full of emotive language that expresses the speaker's disappointment and anxiety. The use of rhetorical questions "How could I do that?" and the secretive nature of the phone call, highlight the feelings of guilt and regret as the speaker has inadvertently hurt her father's feelings and betrayed his trust.

Question 5

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Makes a thorough evaluation of Angelo's decision to work from home	4
• Makes a good evaluation of Angelo's decision to work from home, with examples	2–3
• Provides some relevant information	1

Sample answer:

According to this conversation, Angelo's decision to work from home isn't quite what he expected but on balance he thinks he has made the right decision. He weighs the pros such as having more time for his family, being his own boss, having more money for a trip, with the cons, such as lack of company and having a larger share in domestic duties overall. He is confident that he has made the right decision as he concludes on a positive note.

Question 6

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• (A)	1

Question 7

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the personalities of the two speakers with examples	4
• Demonstrates a good understanding of the personalities of the two speakers with examples	2–3
• Provides some relevant information	1

Sample answer:

In this conversation, Danae is shown to be very positive, perceptive, appreciative and open-minded person. This is shown in her interest in different culture and how she acknowledges the prejudices that were made in the past.

Polydoros on the other hand is negative, critical, cynical and very shallow. This is shown in the way that he dismisses the cultural benefit of the excursion and how he places more emphasis on the fun excursion they had at the snow.

Question 8

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the mother's attitude through the use of language techniques with examples	5
• Demonstrates a good understanding of mother's attitude through the use of language techniques with examples	3–4
• Demonstrates some understanding of the mother's attitude through the use of language techniques	2
• Provides some relevant information	1

Sample answer:

The mother's attitude towards Yiani and his friends is one of frustration, anger and disappointment. These attitudes are conveyed through the use of language techniques such as exaggeration eg "I've told you a thousand time", "the cockroaches will eat you alive".

Sarcasm eg "really!, you don't say!" Repetition eg "that attire, that hair". Emotive language eg "Imagine what their parents are saying about us".

Tone of her voice eg "What do you take me for, your servant?" The mother's frustration is further compounded by the son's defensive attitude towards her.

Section II — Reading and Responding

Part A

Question 9 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of who is to blame for the social phenomenon, with reference to the text	3
• Demonstrates a good understanding of who is to blame for the social phenomenon	2
• Provides some relevant information	1

Sample answer:

According to the passage, those responsible for the creation of the modern ‘hero’ is the mass media that constantly bombards us with anti-heroes. Society is also to blame as it laps up the information and eagerly waits for the next incident.

Question 9 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the point the writer is making in the third paragraph	2
• Provides some relevant information	1

Sample answer:

The point that the writer is making is that since young people do not have any appropriate role models to imitate, should we then question the way they behave.

Question 9 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the effectiveness of this article with examples from the text	5
• Demonstrates a good understanding of the effectiveness of this article with examples from the text	3–4
• Demonstrates some understanding of the effectiveness of this article with examples from the text	2
• Provides some relevant information	1

Question 9 (c) (continued)**Sample answer:**

The article is effective as it argues the case that lack of a proper idea of a hero is having a negative impact on young people. The text engages readers with a series of questions. In the fourth and fifth paragraphs the writer compares mythological heroes and real heroes with 'Bouli' who has been made a hero without demonstrating any heroic qualities. The effectiveness is reinforced through the irony of the title and the juxtaposition of the various ways in which heroes can be considered.

Question 10 (a)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Shows a good understanding of Irene's initial concerns	2
• Provides some relevant information	1

Sample answer:

Her initial concerns are that she once again feels discriminated against. Her new neighbours, on learning that she is Albanian, have petitioned to have her and her family evicted from their home.

Question 10 (b)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the impact that moving to Greece has had on the son, with examples from the text	4
• Demonstrates a good understanding of the impact that moving to Greece has had on the son, with examples from the text	2–3
• Provides some relevant information	1

Sample answer:

He is deeply traumatised, as a result of the verbal abuse he received from the neighbour. The son has become resentful of both his mother and his background. As a result, he adopts a Greek name and admonishes his mother. We learn that his relationship with her has deteriorated as she comments about the change in his personality.

Question 10 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the extent that the attitude of the local Greeks towards the her family is justified, with reference to the text	4
• Demonstrates a good understanding of the extent that the attitude of the local Greeks towards the her family is justified, with reference to the text	2–3
• Provides some relevant information	1

Sample answer:

According to Irene, the attitude of the local Greeks is not justified. The locals refer to the family in a derogatory manner, assuming that they are illiterate and second-class citizens. Whereas in fact we learn that back in their homeland the father was a professional with some standing in the community.

Question 10 (d)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of how the point of view of the two writers is conveyed with examples from the text	5
• Demonstrates a good understanding of how the point of view of the two writers is conveyed with examples from the text	3–4
• Demonstrates some understanding of how the point of view of the two writers is conveyed with examples from the text	2
• Provides some relevant information	1

Sample answer:

Although both writers take a definite stand about the issue of racism, Writer 2 Mihali, is more passionate about his point of view using emotive language and sarcasm. He admonishes his fellow Greeks for their treatment of the Albanians through the use of the imperative exclamation marks.

In Letter 3, Professor Rallis attempts to give a more factual approach to the topic. He is more decisive and offers his solutions based on evidence.

However, there is an emotional undertone to his letter. The writer shifts the blame from the Greeks to the multinational corporations and their governments. In a more subtle way, he incites people to take a stand.

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 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

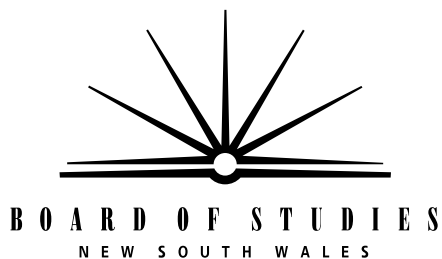
Section III (continued)

Question 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, reflect 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, reflect 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



2008 HSC Modern Greek Extension Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Modern Greek Extension, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

Section I — Response to Prescribed Text

Part A

Question 1 (a)

Outcomes assessed: H2.3

MARKING GUIDELINES

Criteria	Marks
• Makes reference to Greece's former glory	2
• Identifies some relevant information	1

Sample answer:

The reference here is to Greece's former glory prior to the Asia Minor Catastrophe. Asia Minor that once belonged to Greece was a very affluent place that was culturally very sophisticated and a source of great pride for all Greeks.

Question 1 (b)

Outcomes assessed: H2.1

MARKING GUIDELINES

Criteria	Marks
• Gives a thorough explanation of the significance of the title and relates it to the singer in the song	3
• Gives a good explanation of the significance of the title and relates it to the singer in the song	2
• Identifies some relevant information	1

Sample answer:

The title is important in maintaining the identity of the singer in this song, as it refers to songs that have travelled with the refugees from Asia Minor to their new homeland and when sung evoke memories of their life back in Asia Minor. The singer is thus emotionally affected when hearing the words of this song.

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of the difference in mood between the refrain and the rest of the song• Makes detailed reference to language, music and voice with examples	4
<ul style="list-style-type: none">• Demonstrates a good understanding of the difference in mood between the refrain and the rest of the song• Makes some reference to language, music and voice with examples	3
<ul style="list-style-type: none">• Makes some reference to the difference in mood between the refrain and the rest of the song• Makes limited reference to language, music and voice with examples	2
<ul style="list-style-type: none">• Identifies some relevant information	1

Sample answer:

The general mood of the song is one of anguish and loss. The mood is somewhat lightened in the refrain to express a sense of hope. The sense of anguish is conveyed by the image of God so horrified by what he sees that his mind stops. The loss is suggested by the need to dull one's senses through alcohol. The music in the refrain highlights the lighter mood by changing to traditional dance music, while in the rest of the song the traditional Middle Eastern musical instruments such as the santouri, outi and toumbeleki are used in such a way to further emphasise the anguish. The voice in the refrain becomes more relaxed and a second voice joins in as if to lend support, while in the rest of the song the voice becomes more painful and strained.

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

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of how the issue of concept of journey is explored in this song and one other• Uses examples from both texts to illustrate the comparison	6
<ul style="list-style-type: none">• Demonstrates a good understanding of how the issue of concept of journey is explored in this song and one other• Illustrates the comparison with some examples	4–5
<ul style="list-style-type: none">• Demonstrates some understanding of how the issue of concept of journey is explored in this song and one other• Attempts to compare the issue in both songs	2–3
<ul style="list-style-type: none">• Identifies some relevant information	1

Question 1 (d) (continued)**Sample answer:**

The song explores the issue of journey through the concept of displacement – both physical and emotional and the aftermath of the event. The need to remember these events is passed on to future generations. This idea is further reinforced through the use of melody, instruments and voice eg, the listener is transported back to Asia Minor through the use of Middle Eastern instruments. In the refrain the sense of passing on values and traditions is suggested through the question ‘ποιος σου τα’ μαθε;’.

In contrast, the song Σαν τον Οδυσσέα uses the mythical character to assist the listener to engage with his journey and to regard this journey as a heroic one. The singer makes a conscious effort to flee a materialistic and corrupt society that exploits him. There are a number of techniques employed in this song, music, voice etc which set the scene for a journey.

The exploration of the concept of journey is more convincing in the first song than the second.

**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