This document incorporates changes notified in Board Bulletin Vol. 10 No. 3.
Modern Greek Extension

Introduction

This booklet contains the specimen examination paper for the 2001 Higher School Certificate examination in Modern Greek Extension. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The specimen paper shows the format of the New HSC examination. It has been printed on A4 paper and side-stapled to make it convenient for use in schools. Actual examination papers will be produced as A4 booklets. All New HSC papers will be printed on white paper.

The 2001 HSC specimen papers have been produced in accordance with the Board’s Principles for Setting HSC Examinations in a Standards-Referenced Framework, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The papers have been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions have been made explicit. Key words in questions, such as ‘discuss’, ‘analyse’, and ‘explain’, have been used consistently in accordance with the glossary published in the Board’s Assessment Support Document.

This specimen paper is an example of the type of examination that could be prepared within the examination specifications in the Modern Greek Extension syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2001 and subsequent years may differ from those addressed in the specimen paper.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement. Where courses have components in the examination other than written papers, the grid indicates the wider range of outcomes that are assessed by including these other components.

There are a number of points to note in considering the Modern Greek Extension specimen paper:

- A rubric indicating general criteria for judging performance has been placed at the beginning of each section or part of the paper to clearly indicate the factors that will be used to assess responses to the question(s).
- The number and type of questions in Section I, Part A may vary each year within the range determined by the syllabus.
- The prescribed texts and issues for the specimen paper are those prescribed for the 2001 HSC examination.
Modern Greek Extension
HSC Specimen Examination Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands E2 – E3, it indicates that candidates who demonstrate performance equivalent to the Band E2 descriptions should be able to score some marks on the item, while those who perform at Band E3 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content (Prescribed Issue / Prescribed Text – Text Type)</th>
<th>Syllabus outcomes</th>
<th>Targeted performance bands</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Examination</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>The search for identity – monologue</td>
<td>H1.1, H1.2</td>
<td>E2 – E4</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>The concept of journey – monologue</td>
<td>H1.1, H1.2</td>
<td>E2 – E4</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>Overcoming adversity – monologue</td>
<td>H1.1, H1.2</td>
<td>E2 – E4</td>
</tr>
<tr>
<td><strong>Written Examination</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1(a)</td>
<td>2</td>
<td>Hey Man, Look Ahead.</td>
<td>H2.1, H2.2</td>
<td>E2 – E3</td>
</tr>
<tr>
<td>1(b)</td>
<td>3</td>
<td>Hey Man, Look Ahead.</td>
<td>H2.3</td>
<td>E2 – E3</td>
</tr>
<tr>
<td>1(c)</td>
<td>2</td>
<td>Hey Man, Look Ahead.</td>
<td>H2.1, H2.2, H2.3</td>
<td>E2 – E4</td>
</tr>
<tr>
<td>1(d)</td>
<td>3</td>
<td>Hey Man, Look Ahead.</td>
<td>H2.1, H2.2, H2.3</td>
<td>E2 – E4</td>
</tr>
<tr>
<td>1(e)</td>
<td>5</td>
<td>Hey Man, Look Ahead.</td>
<td>H2.1, H2.3</td>
<td>E2 – E4</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>Like Odysseus – letter</td>
<td>H2.1</td>
<td>E2 – E4</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>The concept of journey – script of a talk</td>
<td>H1.1, H1.2</td>
<td>E2 – E4</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>The search for identity – article</td>
<td>H1.1, H1.2</td>
<td>E2 – E4</td>
</tr>
</tbody>
</table>
Sample marking guidelines for Modern Greek Extension

The following marking guidelines have been developed for selected questions from the 2001 HSC Specimen Examination in Modern Greek Extension. These guidelines indicate the approach that would be taken to marking questions.

For each question, the following are typically included:

1. The syllabus outcomes that are targeted by the question.
2. The assessment rubric from the specimen paper, where there is one, listing the set of general criteria that are used to assess responses.
3. The marking guidelines, which show the criteria to be applied to responses along with the marks to be awarded in line with the quality of the responses. For extended-response questions, performance is described at a number of levels of performance, each covering a range of marks.
4. A sample answer or some points that answers might include. Sample answers indicate the scope and depth of treatment expected, and are not intended to be prescriptive. Similarly, the points that could be included in answers are not intended to be an exhaustive list, but rather an indication of the considerations that students could include in their responses.

Marking guidelines will generally require some refinement at the Marking Centre to take account of unanticipated responses that students present. For essay-type questions, the standard described at each mark range will be made clear during pilot-marking by the selection of sample scripts.

In a standards-referenced framework, examination questions are closely linked to syllabus content and outcomes. Expectations of the question are to be clear in the wording of the question. Marking guidelines will be developed at the same time as the examination questions, by examination committees. The development of marking guidelines will be guided by the Board’s Principles for Developing Marking Guidelines in a Standards-Referenced Framework, published in Board Bulletin Volume 9 Number 3 (May 2000).
Sample Marking Guidelines – Modern Greek Extension

Oral Examination

Monologue - Questions 1 – 3

In your answers you will be assessed on how well you:
- present and support a point of view
- demonstrate clarity of expression (pronunciation, intonation, stress)
- demonstrate accuracy and variety of vocabulary and sentence structures

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Presents and develops a sophisticated, coherent argument</td>
<td>5</td>
</tr>
<tr>
<td>• Demonstrates breadth and depth in the treatment of relevant ideas and information</td>
<td></td>
</tr>
<tr>
<td>• Communicates confidently and fluently with correct intonation and pronunciation</td>
<td></td>
</tr>
<tr>
<td>• Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</td>
<td></td>
</tr>
<tr>
<td>• Presents and develops a coherent argument</td>
<td>4</td>
</tr>
<tr>
<td>• Demonstrates breadth and some depth in the use of relevant ideas and information</td>
<td></td>
</tr>
<tr>
<td>• Communicates effectively, with some degree of fluency and authenticity</td>
<td></td>
</tr>
<tr>
<td>• Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax</td>
<td></td>
</tr>
<tr>
<td>• Attempts to present and develop a coherent argument</td>
<td>3</td>
</tr>
<tr>
<td>• Supports the argument with a range of relevant examples</td>
<td></td>
</tr>
<tr>
<td>• Communicates with some degree of fluency, but with repetition and inaccuracies in grammar and vocabulary</td>
<td></td>
</tr>
<tr>
<td>• Attempts to present an argument using some relevant information or ideas with limited fluency of presentation</td>
<td>2</td>
</tr>
<tr>
<td>• Communicates using simple sentences and language structures and a limited vocabulary with pauses and errors</td>
<td></td>
</tr>
<tr>
<td>• Communicates some relevant information or ideas with pauses and repetitions</td>
<td>1</td>
</tr>
<tr>
<td>• Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary</td>
<td></td>
</tr>
</tbody>
</table>
Written Examination

Question 1 (15 marks)

In your answers you will be assessed on how well you:
- respond critically to the prescribed text
- analyse how meaning is conveyed
- demonstrate an understanding of the relationship between the prescribed text and prescribed issues

Read the text of the song *Hey Man, Look Ahead* and answer the questions that follow in ENGLISH in the spaces provided.

*Refer to the text on page 2 of the Specimen Paper.*

(a) What is the significance of the title of this song?  

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

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Comments fully on the significance of the whole title</td>
<td>2</td>
</tr>
<tr>
<td>• Provides some valid points relating to the significance of the title</td>
<td>1</td>
</tr>
</tbody>
</table>

Answers could include:
- Reference to ‘Hey Man’
  - English phrase ‘Hey Man’ – preoccupation of youth with xenomania, the universal nature of the theme of the song, the American influence on popular culture
  - Appeals to young – modern phrase
  - Attracts attention – catchy
- Reference to ‘Look Ahead’ idea of moving forward/not living in the past

(b) How does the issue of exploitation emerge in the first stanza?  

**Outcomes assessed: H2.3**

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Perceptively plots the development of the issue of exploitation in the four lines of the first stanza</td>
<td>3</td>
</tr>
<tr>
<td>• Demonstrates an understanding of the meaning of exploitation</td>
<td></td>
</tr>
<tr>
<td>• Plots the development of the issue of exploitation with reference to at least three of the lines of the stanza</td>
<td>2</td>
</tr>
<tr>
<td>• Demonstrates an understanding of the meaning of exploitation</td>
<td></td>
</tr>
<tr>
<td>• Makes some relevant comments about the development of the issue of exploitation and relates these to the first stanza</td>
<td>1</td>
</tr>
</tbody>
</table>
Answers could include:
- line 1: they (system, authorities, powerful groups, peers) take more from you than they give
- line 2: shows fear on part of individual, makes individual feel inferior
- line 3: shows that individual is worthy because she/he plays a significant role in the system (irony)/ the individual is being exploited by some
- line 4: suggests however that individual should not rock the boat or be too demanding (irony)/ the individual should keep quiet about what they see

(c) What is implied by the expression (refer to text on Specimen Paper)?

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

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives a full explanation of the significance of the expression</td>
<td>2</td>
</tr>
<tr>
<td>Identifies the use of irony</td>
<td></td>
</tr>
<tr>
<td>Gives an explanation of the significance of the lines as they relate to relationships in today’s society</td>
<td>1</td>
</tr>
</tbody>
</table>

Answers could include:
- Relationships today are superficial. Society today discourages the following: sensitivity, individuality, depth of thought, the striving for excellence, and encourages selfishness and self-preservation and self-advancement at all costs
- These ideas are expressed through irony by the singer giving these words to the voice representing contemporary youth

(d) How does the music enhance the mood of the song?

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

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates depth and breadth in the discussion of the musical features of the song</td>
<td>3</td>
</tr>
<tr>
<td>Identifies the mood of the song</td>
<td></td>
</tr>
<tr>
<td>Clearly relates the musical features to the mood of the song</td>
<td></td>
</tr>
<tr>
<td>Cites and explains relevant examples</td>
<td></td>
</tr>
<tr>
<td>Demonstrates breadth in the discussion of the musical features of the song</td>
<td></td>
</tr>
<tr>
<td>Relates the musical features to the mood of the song</td>
<td>2</td>
</tr>
<tr>
<td>Cites and explains relevant examples</td>
<td></td>
</tr>
<tr>
<td>Relates the effect of one or more than one musical feature to the mood of the song without elaboration</td>
<td>1</td>
</tr>
</tbody>
</table>
Answers could include:
- Comment on the effect in the song of:
  - rhythm
  - instrumentation
  - voice of singers

(e) How is the theme of alienation developed in this song and in ONE other song prescribed for study? 5

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

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gives a definition or explanation of alienation relevant to this text</td>
<td></td>
</tr>
<tr>
<td>• Provides a detailed discussion of the theme of alienation and how it is developed in the song by making reference to each stanza</td>
<td>5</td>
</tr>
<tr>
<td>• Comments on the theme of alienation and its development in one other song</td>
<td></td>
</tr>
<tr>
<td>• Discusses the theme of alienation and how the theme is developed with reference to the song by referring to specific examples in the text</td>
<td>3 – 4</td>
</tr>
<tr>
<td>• Discusses the theme of alienation as presented in one other song</td>
<td></td>
</tr>
<tr>
<td>• Makes reference to the idea of the development of the theme of alienation</td>
<td>1 – 2</td>
</tr>
<tr>
<td>• Refers to examples of alienation in this song and one other song</td>
<td></td>
</tr>
</tbody>
</table>

Answers could include:
- This song:
  - If you rock the boat you run the risk of being alienated, eg stanza 1
  - If you don’t conform you are alienated, eg stanza 2
  - Move with the times or be alienated, eg stanza 3
- Another song: two fully developed ideas/points with examples that link the issue of exploitation and the way the issue is developed in both songs
Question 2 (10 marks)

In your answer you will be assessed on how well you:
- demonstrate an understanding of the prescribed text
- write in Modern Greek for a specific context

Read the extract from the song *Like Odysseus* and answer the question by writing approximately 200 words in MODERN GREEK.

Refer to the text on page 5 of the Specimen Paper.

Imagine you are the singer of this song. Write a letter to your friend mentioning how you have overcome the difficulties of contemporary life that are referred to in the song.

**Outcomes assessed: H2.1**

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>• Demonstrates a perceptive and sensitive understanding of the prescribed text in relation to characterisation, themes, plot, style</td>
</tr>
<tr>
<td>• Demonstrates flair and originality in the approach taken</td>
</tr>
<tr>
<td>• Manipulates language authentically and creatively to meet the requirements of the task</td>
</tr>
<tr>
<td>• Organises information and ideas to meet the requirements of the task</td>
</tr>
<tr>
<td>• Demonstrates a comprehensive understanding of the prescribed text in relation to characterisation, themes, plot, style</td>
</tr>
<tr>
<td>• Demonstrates some flair in the approach taken</td>
</tr>
<tr>
<td>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</td>
</tr>
<tr>
<td>• Organises information and ideas to meet the requirements of the task</td>
</tr>
<tr>
<td>• Demonstrates an understanding of the prescribed text especially in relation to characterisation and plot</td>
</tr>
<tr>
<td>• Demonstrates a satisfactory control of vocabulary and sentence structures</td>
</tr>
<tr>
<td>• Organises information and ideas to meet the requirements of the task</td>
</tr>
<tr>
<td>• Demonstrates some understanding of the prescribed text</td>
</tr>
<tr>
<td>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</td>
</tr>
<tr>
<td>• Writes within the parameters of the task</td>
</tr>
<tr>
<td>• Demonstrates a limited understanding of the prescribed text</td>
</tr>
<tr>
<td>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</td>
</tr>
</tbody>
</table>
Question 3 (15 marks)

Answer ONE of the following questions. Write approximately 300 words in MODERN GREEK.

You have been asked to address a group of students who are about to leave school. The topic you have chosen is:

‘It isn’t the result of the journey that is important but rather what one gains along the way.’

Write the script of the talk.

In your answer you will be assessed on how well you:

- present and support a point of view
- write for a specific audience and/or purpose and/or context
- demonstrate accuracy and variety of vocabulary and sentence structures
- structure and sequence ideas and information

Outcomes assessed: H1.1, H1.2

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presents and develops a sophisticated, coherent argument, discussion or explanation</strong></td>
<td>13 – 15</td>
</tr>
<tr>
<td>• Writes effectively and perceptively for a specific audience, purpose and context</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates breadth and depth in the treatment of relevant ideas</td>
<td></td>
</tr>
<tr>
<td>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</td>
<td></td>
</tr>
<tr>
<td><strong>Presents and develops a coherent argument, discussion or explanation</strong></td>
<td>10 – 12</td>
</tr>
<tr>
<td>• Writes effectively for a specific audience, purpose and context</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</td>
<td></td>
</tr>
<tr>
<td>• Writes accurately using a range of vocabulary and sentence structures</td>
<td></td>
</tr>
<tr>
<td><strong>Attempts to present and develop a coherent argument, discussion or explanation</strong></td>
<td>7 – 9</td>
</tr>
<tr>
<td>• Writes with some understanding of audience, purpose and context</td>
<td></td>
</tr>
<tr>
<td>• Supports points with relevant material and examples</td>
<td></td>
</tr>
<tr>
<td>• Writes using a range of vocabulary and sentence structures</td>
<td></td>
</tr>
<tr>
<td><strong>Presents some relevant information, opinions or ideas</strong></td>
<td>4 – 6</td>
</tr>
<tr>
<td>• Demonstrates the use of appropriate supporting material</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates evidence of the use of complex sentences</td>
<td></td>
</tr>
<tr>
<td><strong>Presents some relevant information, opinions or ideas</strong></td>
<td>1 – 3</td>
</tr>
<tr>
<td>• Communicates primarily in simple sentences or set formulae</td>
<td></td>
</tr>
</tbody>
</table>
General Instructions

• Preparation time – 10 minutes
• The oral examination should take approximately 5 minutes
• Dictionaries may not be used
• You may make brief notes in the space provided on the paper
• You may refer to these notes during the examination but must not read directly from them

Total marks (10)
• Attempt TWO questions from Questions 1 – 3
Total marks (10)
Attempt TWO questions from Questions 1 – 3

In your answers you will be assessed on how well you:
- present and support a point of view
- demonstrate clarity of expression (pronunciation, intonation, stress)
- demonstrate accuracy and variety of vocabulary and sentence structures

Choose TWO of the following three questions and speak for approximately TWO minutes in MODERN GREEK on each.

Question 1 (5 marks)

Τα άτομα που δεν προσαρμόζονται συχνά απομονώνονται. Συμφωνείτε;

Individuals who do not conform are often isolated. Do you agree?

CANDIDATE’S NOTES. Write ONLY in this space. These notes will NOT be marked.
Question 2 (5 marks)

Many people have to leave their native country in order to realise personal goals. Do you agree?

CANDIDATE’S NOTES. Write ONLY in this space. These notes will NOT be marked.

Question 3 (5 marks)

What are the main problems faced by the individual in contemporary society?

CANDIDATE’S NOTES. Write ONLY in this space. These notes will NOT be marked.

End of paper
Modern Greek Extension
Written Examination

**General Instructions**

- Reading time – 10 minutes
- Working time – 1 hour and 50 minutes
- Write using blue or black pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your Centre Number and Student Number at the top of this page

**Section I** Pages 2 – 5
Total marks (25)
This section has two parts, Part A and Part B
- Attempt Question 1 and Question 2
- Allow about 1 hour and 10 minutes for this section

**Section II** Page 6
Total marks (15)
- Attempt either Question 3 or Question 4
- Allow about 40 minutes for this section
Section I – Response to Prescribed Text
Allow about 1 hour and 10 minutes for this section
Total marks (25)

Part A
Attempt Question 1

In your answers you will be assessed on how well you:
■ respond critically to the prescribed text
■ analyse how meaning is conveyed
■ demonstrate an understanding of the relationship between the prescribed text and prescribed issues

Question 1 (15 marks)

Read the text of the song *Hey Man, Look Ahead* and answer the questions that follow in ENGLISH in the spaces provided.

Eİ “MAN” KOİTA MİPROSTA...
Lόγια-Μουσική: Μάνος Ξυδούς

Ένα σου δίνουν, τρία σου παίρνουν
ένα σου δίνουν μισό τους ζητάς
ξέρεις με σένα οι δουλειές ανεβαίνουν
κάτι θα πάρεις γι’ αυτό μη μιλάς

Χρώματα ψάχνεις άσπρο σου δίνουν
κι όταν το βλέπεις για μαύρο εσύ
τότε γελάνε είσαι από κείνους
που δεν τους χρήζει προσοχή

Ει “Μάν” κοίτα μπροστά
έχεις μείνει φοβάμαι πολύ στα παλιά
Ει “Μάν” κοίτα μπροστά
σου φαινόμουν και ξέρουν πολλά

Θά’ θες και η φίλη σου η θλιμμένη
τι στενοχώρια περνό θα σου πει
“μου λέεις ο δικός μου μα θέλω και σένα
να με χαιδέψεις με ψυχή”

Question 1 continues on page 3
Question 1 (continued)

(a) What is the significance of the title of this song?
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(b) How does the issue of exploitation emerge in the first stanza?
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(c) What is implied by the expression «βάθη και ύψη δεν είναι για μας»? (line 19)  
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Question 1 continues on page 4
Question 1 (continued)

(d) How does the music enhance the mood of the song? 
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(e) How is the theme of alienation developed in this song and in ONE other song prescribed for study? 
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End of Question 1
Section I – Response to Prescribed Text

Part B
Attempt Question 2

Answer the question in a writing booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you:
■ demonstrate an understanding of the prescribed text
■ write in Modern Greek for a specific context

Question 2 (10 marks)

Read the extract from the song *Like Odysseus* and answer the question by writing approximately 200 words in MODERN GREEK.

| Σαν τον Οδυσσέα  
| Μάζεψα τα σέα  
| Μπήκα στο βαπόρι  
| Κι είπα γειά χαρά.  
| ‘Εφυγ’ απ’την Τροία  
| Απ’την εταιρία  
| έστρωσα στην πλώρη  
| Κι άνοιξα φτερά. |

Φανταστείτε ότι είστε ο ομιλητής/τραγουδιστής του παραπάνω τραγουδιού. Γράψτε ένα γράμμα στο/στη φίλο/φίλη σας αναφέροντας το πώς κατορθώσατε να ξεπεράσετε τις δυσκολίες της σύγχρονης ζωής όπως αναφέρονται στο τραγούδι.

Imagine you are the singer of this song. Write a letter to your friend mentioning how you have overcome the difficulties of contemporary life that are referred to in the song.

Imagine you are the singer of this song. Write a letter to your friend mentioning how you have overcome the difficulties of contemporary life that are referred to in the song.
Section II – Writing in Modern Greek

Total marks (15)
Attempt either Question 3 or Question 4
Allow about 40 minutes for this section

Answer the question in a SEPARATE writing booklet. Extra writing booklets are available.

In your answer you will be assessed on how well you:
- present and support a point of view
- write for a specific audience and/or purpose and/or context
- demonstrate accuracy and variety of vocabulary and sentence structures
- structure and sequence ideas and information

Answer ONE of the following questions. Write approximately 300 words in MODERN GREEK.

Question 3 (15 marks)

Σας έχουν ζητήσει να μιλήσετε σε μία ομάδα τελειώφοιτων μαθητών. Το θέμα της ομιλίας σας είναι το εξής:
“Δεν είναι το αποτέλεσμα του ταξιδιού που έχει σημασία αλλά το τι αποκτάει ένα άτομο κατά τη διάρκεια του ταξιδιού.”

Γράψτε το κείμενο της ομιλίας σας.

You have been asked to address a group of students who are about to leave school. The topic you have chosen is:
‘It isn’t the result of the journey that is important but rather what one gains along the way.’

Write the script of the talk.

OR

Question 4 (15 marks)

Γράψτε ένα άρθρο για το περιοδικό του σχολείου σας με θέμα:
“Η κουλτούρα είναι σημαντικός παράγοντας στη διαμόρφωση της ταυτότητας του ατόμου.”

Write an article for a school magazine on the following topic:
‘Culture is an important factor in the shaping of one’s identity.’

End of paper