



BOARD OF STUDIES
NEW SOUTH WALES

2013 HSC Modern Greek Extension — Written Examination Marking Guidelines

Section I — Response to Prescribed Text Part A

Question 1 (a)

Criteria	Marks
• Demonstrates a good understanding of the purpose of the police visit	2
• Demonstrates some understanding of the purpose of the police visit	1

Sample answer:

To inform Savvas that his permit will not be renewed and therefore he is to be deported because he is not a Turkish citizen.

Question 1 (b)

Criteria	Marks
• Demonstrates a good understanding of Savvas's dilemma	2
• Demonstrates some understanding of Savvas's dilemma	1

Sample answer:

His dilemma is whether to remain in Constantinople and renounce his faith or to face deportation and risk dividing his family.

Question 1 (c)

Criteria	Marks
• Demonstrates a thorough understanding of how the grandfather's advice in this scene has influenced Fanis's choices throughout his life, with examples from the text	3
• Demonstrates a sound understanding of the grandfather's advice and how this has influenced Fanis's choices throughout his life, with examples from the text	2
• Provides some understanding of the grandfather's influence	1

Sample answer:

The grandfather's advice to Fanis is to look at the stars, look beyond the known world into the unknown. These words imply that Fanis needs to be different and make his own choices. Throughout his life Fanis defies stereotypes and strives to be different. For example, as a young boy he enjoyed and experimented with cooking while other boys his own age were playing outside. In his adult life he chooses to become an astrophysicist and also continues his love of cooking, which are both unconventional.

Question 1 (d)

Criteria	Marks
• Demonstrates a thorough understanding of how the film techniques reinforce the seriousness of the events in these two scenes	3
• Demonstrates a good understanding of how the film techniques reinforce the seriousness of the events	2
• Provides a limited understanding of the film techniques	1

Sample answer:

The impending news of deportation is reflected in moments of silence. For example, the dramatic use of music and the close-up shots of Savvas and his family's faces, reflecting fear and panic. The sound of the clock ticking symbolises the departure countdown. At the train station, dark, almost black colours reflect the people's sadness at their impending separation.

Question 1 (e)

Criteria	Marks
• Demonstrates a perceptive understanding of how the issues of tolerance of difference and the search for personal identity are highlighted in both scenes	5
• Demonstrates a thorough understanding of how the issues of tolerance of difference and the search for personal identity are highlighted in both scenes	4
• Demonstrates a good understanding of how the issues of tolerance of difference and the search for personal identity are highlighted in both scenes	3
• Provides a limited understanding of the issues of tolerance of difference and the search for personal identity	2
• Provides some relevant information	1

Sample answer:

Due to political events and the decisions made by the governments, tolerance of difference is no longer evident in a society where the two communities previously co-existed peacefully. As a result, Savvas and his family are forced to leave their home in Constantinople through no fault of their own.

On the other hand, and on a personal level, there is in fact evidence of tolerance of difference and understanding. This is seen through the police officer, who despite representing the government, understands the injustice of the situation (Εσείς δε φταίτε σε τίποτα).

The search for personal identity is highlighted in both scenes. In the first scene, at a critical point, Savvas's cultural, religious and ethnic identity is confirmed. This is seen through his decision to leave, as indicated by the police officer's comment (Τότε, σε μια εβδομάδα από σήμερα θα σας περιμένουμε απ' έξω).

In the second scene, personal identity is seen through the advice given to Fanis by his grandfather, who encourages him to dare to be different (Εσύ να μιλάς για τα πράματα που δε βλέπουν οι άλλοι . . .).

Section I — Response to Prescribed Text

Part B

Question 2

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

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

Modern Greek Extension

2013 HSC Examination Mapping Grid

Oral Examination

Question	Marks	Content	Syllabus outcomes
1	10	Impact of culture and tradition — monologue	H1.1, H1.2
2	10	Tolerance of difference — monologue	H1.1, H1.2

Written Examination

Section I — Response to Prescribed Text

Part A

Question	Marks	Content	Syllabus outcomes
1 (a)	2	<i>ΠΟΛΙΤΙΚΗ Κοιζίνα</i>	H2.2
1 (b)	2	<i>ΠΟΛΙΤΙΚΗ Κοιζίνα</i>	H2.2, H2.3
1 (c)	3	<i>ΠΟΛΙΤΙΚΗ Κοιζίνα</i>	H2.1, H2.2, H2.3
1 (d)	3	<i>ΠΟΛΙΤΙΚΗ Κοιζίνα</i>	H2.2, H2.3
1 (e)	5	<i>ΠΟΛΙΤΙΚΗ Κοιζίνα</i>	H2.1, H2.2, H2.3

Written Examination

Section I — Response to Prescribed Text

Part B

Question	Marks	Content	Syllabus outcomes
2	10	<i>ΠΟΛΙΤΙΚΗ Κοιζίνα</i> — letter	H2.1

Written Examination

Section II — Writing in Modern Greek

Question	Marks	Content	Syllabus outcomes
3	15	The search for personal identity — essay competition	H1.1, H1.2
4	15	The search for personal identity — essay competition	H1.1, H1.2