

## 2014 HSC Modern Greek Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

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

*Sample answer:*

To inform Niko that their friend Artemis is arriving from London and to make arrangements to meet on Sunday afternoon.

#### Question 2

Criteria	Marks
• Identifies correct answer	1

*Sample answer:*

(C)

#### Question 3

Criteria	Marks
• Provides a thorough understanding as to why this event might appeal to children	3
• Provides a good explanation as to why this event might appeal to children	2
• Provides some relevant information	1

*Sample answer:*

It's a children's play/fairytale. The stage is converted into a magic forest and the audience actively participates with the actors and musicians by singing and dancing on stage.

**Question 4**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of Joanna's feelings towards the impending move with examples from the text	3
• Demonstrates some understanding of Joanna's feelings towards the impending move	2
• Provides some relevant information	1

**Sample answer:**

Joanna is upset that her father has accepted a new job and is concerned about her future. She wanted to complete her studies in Athens. She is worried about the adjustments she must make in a new country – i.e. making new friends, learning a new language etc.

**Question 5**

<b>Criteria</b>	<b>Marks</b>
• Provides a good understanding of the conclusions which can be reached from the guest speaker's comments with examples from the text	3
• Provides a limited understanding of the conclusions which can be reached from the guest speaker's comments	2
• Provides some relevant information	1

**Sample answer:**

Children need to be taught to eat in a healthy manner from a young age and to take responsibility for this. As a result, there will be a number of different benefits such as:

- have more energy
- be calm and focus better at school
- be a good role model for their peers
- improve their self-esteem.

**Question 6**

Criteria	Marks
• Demonstrates a thorough understanding of what Kalliopi is likely to do in the future as a result of her experience, with detailed reference to the text	4
• Demonstrates a good understanding of what Kalliopi is likely to do in the future as a result of her experience, with some reference to the text	3
• Provides some understanding of what Kalliopi is likely to do in the future as a result of her experience	2
• Provides some relevant information	1

**Sample answer:**

Although on the last overseas school trip Kalliopi had a very positive experience with the school they visited, there were many problems with the students themselves. She had negative experiences with students who did not follow instructions. The students went out when they weren't supposed to at night and they didn't take care of their belongings.

Despite the amount of work involved in organising the trip, there was no appreciation shown by the students.

Therefore Kalliopi is not very likely to organise another overseas school trip.

**Question 7**

Criteria	Marks
• Demonstrates a thorough understanding of the extent to which the views of the speakers differ, with examples from the text	4
• Demonstrates a good understanding of the extent to which the views of the speakers differ, with some examples from the text	3
• Demonstrates some understanding of the extent to which the views of the speakers differ	2
• Provides some relevant information	1

**Sample answer:**

The two speakers mostly differ on their views about the applicant they have interviewed. The only point on which they agree is that the applicant has the credentials and the relevant experience.

The male speaker believes the applicant is intelligent and enthusiastic. He is impressed by her and believes she will bring fresh ideas to the company.

The female speaker, however, believes that the applicant's independence and dynamism may have a negative impact on the team as a whole. She thinks that they may regret this choice in the future.

**Question 8**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of how the speakers express their feelings about this situation with reference to language techniques used</li> <li>• Provides examples from text</li> </ul>	5
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of how the speakers express their feelings about this situation with reference to language techniques used</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of how the speakers express their feelings about this situation</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of how the speakers express their feelings about this situation</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates some relevant information</li> </ul>	1

**Sample answer:**

Andreas and Dimitra are concerned about their children’s lack of motivation and their procrastination in preparing for their final exams. They worry about their future and the outcome of their lack of application.

Both speakers use sarcasm/irony, “. . . κοτώνεται στο διάβασμα”, “Πρώτο βραβείο παίρνει στην καθαριότητα” to express their feelings about their daughter’s lack of motivation, ie “Μου χραίνεται τα χαχαπίανε θανάσια . . .”. They use rhetorical questions, “Πώς χαχαπιάει Αντρέαχου;”, “Και τι τά;” to express their concerns, and use emotive language to show their frustration, ie “Έχουμε απελπιστείχια!”.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
• Demonstrates a good understanding of the purpose of the article	2
• Provides some relevant information	1

*Sample answer:*

To inform and to raise awareness on the issue of fatigue, to outline its possible causes, and to provide suggestions encouraging the reader to take action.

#### Question 9 (b)

Criteria	Marks
• Demonstrates a good understanding of how the introductory paragraph attracts the reader's attention	3
• Demonstrates some understanding of how the introductory paragraph attracts the reader's attention	2
• Provides some relevant information	1

*Sample answer:*

The introductory paragraph attracts the reader's attention through the use of rhetorical questions, the use of the second person and a statistic which highlights the issue of fatigue.

#### Question 9 (c)

Criteria	Marks
• Demonstrates a comprehensive understanding of the key issues raised in the article	5
• Demonstrates a thorough understanding of the key issues raised in the article	4
• Demonstrates a good understanding of the key issues raised in the article	3
• Provides some understanding of the key issues	2
• Provides some relevant information	1

*Sample answer:*

The key issues are, many people experience fatigue today, and they need to be more proactive in regards to their own wellbeing. People become extremely tired both psychologically and physically. They need to consider their diet, sleep well, do regular exercise and reflect on ways to better manage their work/life balance.

**Question 10 (a)**

Criteria	Marks
• Demonstrates a good understanding of the subject of the blog	2
• Demonstrates some understanding of the subject of the blog	1

**Sample answer:**

The subject of the blog is cooking, in particular the differences between traditional and modern methods of cooking.

**Question 10 (b) (i)**

Criteria	Marks
• Demonstrates a good understanding of the meaning of the phrase	1

**Sample answer:**

‘τα έχει τετρακόσια’ – means that the grandmother despite her age is still very competent, and is an effective cook.

**Question 10 (b) (ii)**

Criteria	Marks
• Demonstrates a good understanding of the meaning of the phrase	1

**Sample answer:**

“με το μάτι” – means that she can roughly estimate amounts in cooking.

**Question 10 (c)**

Criteria	Marks
• Demonstrates a good understanding of how the writer reveals his feelings towards his grandmother, with examples from the blog	2
• Provides some relevant information	1

**Sample answer:**

The writer shows warmth, affection and admiration towards the grandmother. He admires her skills, knowledge and patience. We see this through the use of language such as γλυκιά μου, γιαγιά μου, θαύμασα την υπομονή της αλλά και τη σοφία της.

**Question 10 (d)**

Criteria	Marks
• Demonstrates a thorough understanding of the different approaches to cooking	4
• Demonstrates a good understanding of the different approaches to cooking	3
• Demonstrates some understanding of the different approaches to cooking	2
• Provides some relevant information	1

**Sample answer:**

The grandson who is studying to be a chef must follow recipes, work under pressure and be precise in the measurements. Unlike his grandmother he doesn't feel he is responsible for the entire cooking process.

The grandmother believes that cooking is a process of trial and error. She does not follow recipes, but rather follows the oral tradition, ie recipes passed from generation to generation. She believes that cooking should be approached with love and zeal.

**Question 10 (e)**

Criteria	Marks
• Demonstrates a comprehensive understanding of the significance of the phrase in relation to the blog	5
• Demonstrates a thorough understanding of the significance of the phrase in relation to the blog	4
• Demonstrates a good understanding of the significance of the phrase in relation to the blog	3
• Demonstrates some understanding of the significance of the phrase in relation to the blog	2
• Provides some relevant information	1

**Sample answer:**

The significance of this phrase is to highlight the differences between modern and traditional approaches to cooking.

The writer uses emotive language to convey that even though the best ingredients may be used, unless the cooking process is carried out with *μεράκι* and love, the final product is not the same.

According to the grandmother, love is the essence/the secret ingredient for successful cooking.

Finishing off with this phrase allows the reader to reflect on modern cooking practices and indicates the great value that he places on his grandmother's skills and knowledge. It highlights the importance of valuing the traditions of older generations, thus linking it to the title of the text.

## Section II — Reading and Responding

### Part B

#### Question 11

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of the whole text</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the text</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Responds to some of the questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Attempts to structure relevant information and ideas</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some of the questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited ability to link information and ideas or structure text</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Responds to isolated elements in the text</li> <li>• Uses single words or set formulae to express information</li> </ul>	1–3



**Section III — Writing in Modern Greek****Question 12**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Writes effectively and appropriately in relation to the audience, purpose and context of the task</li><li>• Manipulates vocabulary, language structures and features authentically and creatively relevant to the task</li></ul>	5
<ul style="list-style-type: none"><li>• Writes with a good understanding of the audience, purpose and context of the task</li><li>• Demonstrates a good understanding of vocabulary, language structures and features relevant to the task</li></ul>	4
<ul style="list-style-type: none"><li>• Writes with some awareness of the audience, purpose and context of the task</li><li>• Demonstrates some understanding of vocabulary, language structures and features relevant to the task</li></ul>	2–3
<ul style="list-style-type: none"><li>• Produces some comprehensible language relevant to the task</li></ul>	1

**Section III (continued)****Question 13**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"> <li>• Writes effectively and appropriately for the audience, purpose and context of the task</li> <li>• Manipulates language structures authentically and creatively relevant to the task</li> <li>• Sequences and structures ideas and information coherently and effectively</li> </ul>	10
<ul style="list-style-type: none"> <li>• Writes with a good understanding of the audience, purpose and context of the task</li> <li>• Demonstrates an excellent understanding of language structures relevant to the task</li> <li>• Sequences and structures ideas and information effectively</li> </ul>	8–9
<ul style="list-style-type: none"> <li>• Writes with an understanding of the audience, purpose and context of the task</li> <li>• Demonstrates a good understanding of language structures relevant to the task</li> <li>• Organises some information and ideas</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the task</li> <li>• Demonstrates a rudimentary understanding of vocabulary and sentence structures</li> <li>• Attempts to organise information and ideas</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Attempts to address the requirements of the task</li> <li>• Uses single words, set formulae and unrelated sentences to express information</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Produces some comprehensible language relevant to the task</li> </ul>	1

# Modern Greek Continuers

## 2014 HSC Examination Mapping Grid

### Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4

### Written Examination

#### Section I — Listening and Responding

Question	Marks	Content	Syllabus outcomes
1	2	Relationships — phone message	H3.2, H3.3
2	1	Lifestyles — conversation	H3.1
3	3	School experience — announcement	H3.1, H3.2, H3.3
4	3	Migrant experience — conversation	H3.3, H3.6
5	3	Lifestyles — radio interview	H3.3, H3.5
6	4	School experience — conversation	H3.3, H3.4
7	4	World of work — conversation	H3.1, H3.4
8	5	Relationships — conversation	H3.3, H3.6

#### Section II — Reading and Responding

##### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Lifestyles — magazine article	H3.1, H3.2, H3.3
9 (b)	3	Lifestyles — magazine article	H3.3
9 (c)	5	Lifestyles — magazine article	H3.1, H3.2, H3.4, H3.5
10 (a)	2	Lifestyles — blog published in magazine	H3.1
10 (b) (i)	1	Lifestyles — blog published in magazine	H3.1, H3.3, H3.5
10 (b) (ii)	1	Lifestyles — blog published in magazine	H3.1, H3.3, H3.5
10 (c)	2	Lifestyles — blog published in magazine	H3.1, H3.3, H3.4, H3.5
10 (d)	4	Lifestyles — blog published in magazine	H3.1, H3.2, H3.3, H3.5
10 (e)	5	Lifestyles — blog published in magazine	H3.1, H3.2, H3.3, H3.5, H3.6

#### Section II — Reading and Responding

##### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Advertisement / school noticeboard — email to a friend	H1.2, H1.3, H3.1

#### Section III — Writing in Modern Greek

Question	Marks	Content	Syllabus outcomes
12	5	Personal identity — note	H2.1, H2.2, H2.3
13 (a)	10	School experience — blog for school magazine	H2.1, H2.2, H2.3

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
13 (b)	10	School experience — blog for school magazine	H2.1, H2.2, H2.3