

2015 HSC Modern Greek Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Demonstrates a good understanding of what is required in the message	2
• Provides some relevant information	1

Sample answer:

To tell Antonia that he will be late coming home, and to ask her to pick up his laundry.

Question 2

Criteria	Marks
• Demonstrates a good understanding of why Elizabeth is so annoyed	2
• Provides some relevant information	1

Sample answer:

She is annoyed that she has to read an email to him a third time and that he pretends to listen to her but his mind is always elsewhere.

Question 3

Criteria	Marks
• Demonstrates a good understanding of what the program aims to do	2
• Provides some relevant information	1

Sample answer:

It aims to dispel the misunderstanding that the young are lazy, and to encourage bosses to give young people the opportunity to work in their businesses.

Question 4

Criteria	Marks
• Demonstrates a good understanding of how the speaker views his relationship with the audience	3
• Demonstrates a limited understanding of how the speaker views his relationship with the audience	2
• Provides some relevant information	1

Sample answer:

He sees they trust him because he is their representative, they have voted for him. He thinks they have a positive relationship as they have been honest with each other in the past. Lately he has noticed that tension has developed between them, so he encourages them to speak up and not be afraid of him showing that he sees that they still have a good working relationship.

Question 5

Criteria	Marks
• Demonstrates a good understanding of how the mother's attitude changes	3
• Demonstrates a limited understanding of how the mother's attitude changes	2
• Provides some relevant information	1

Sample answer:

At the beginning the mother acknowledges her son's efforts in preparing for the exam and is supportive. Her attitude changes when she finds out about his behaviour. She is upset that he used his mobile phone during the exam and angry when she learns that he was rude to the teacher. She insists that he apologise the very next morning.

Question 6

Criteria	Marks
• Demonstrates a thorough understanding of how Anna conveys her feelings	4
• Demonstrates a good understanding of how Anna conveys her feelings	3
• Provides some understanding of how Anna conveys her feelings	2
• Provides some relevant information	1

Sample answer:

Anna feels annoyed and disappointed. She conveys these feelings through an abrupt and ironic tone. Her choice of critical words eg αναίσθητος (insensitive), her short, curt responses eg Δεν έχεις ιδέα (you have no idea) further exemplify her feelings. She compares her considerate treatment of him to his inconsiderate treatment of her. Also she uses sarcasm, δεν μ' έχεις συνηθίσει στα δώρα (I'm not used to receiving gifts) and makes it clear that they will discuss this further.

Question 7

Criteria	Marks
• Demonstrates a thorough understanding of how the speaker tries to achieve his purpose	4
• Demonstrates a good understanding of how the speaker tries to achieve his purpose	3
• Provides some understanding of how the speaker tries to achieve his purpose	2
• Provides some relevant information	1

Sample answer:

The speaker's purpose is to encourage the audience to get involved in solving some environmental problems. He does this by highlighting issues and raising awareness about pollution. He also warns of the potential dangers of current trends continuing.

He asks the audience to demand more funding from governments and big businesses. Lastly he encourages the audience to take practical action (by recycling rubbish, avoiding wasting water and less travel by car).

Question 8

Criteria	Marks
• Demonstrates a thorough understanding of the reasons Froso was invited to speak on this radio program	5
• Demonstrates a good understanding of the reasons Froso was invited to speak on this radio program	4
• Demonstrates some understanding of the reasons Froso was invited to speak on this radio program	3
• Demonstrates a limited understanding of the reasons Froso was invited to speak on this radio program	2
• Provides some relevant information	1

Sample answer:

She was invited on the program Arts and Relationships because she is artist (sculptor) with a close relationship with her aunt who is also an artist and a poet. Also, she may inspire other young people. Froso discusses her aunt's influence on her art, having exposed her to art galleries from a young age. She also stresses that mentors are important in guiding people to pursue their dreams.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Demonstrates a good understanding of the meaning of the phrase	2
• Provides some relevant information on the meaning of the phrase	1

Sample answer:

The word «οδηγούν» can mean ‘lead’ or ‘drive’. (The way it is used creates a pun.) The young believe that ‘driving’ will ‘lead’ to the road of freedom.

Question 9 (b)

Criteria	Marks
• Demonstrates a good understanding of how the information in paragraphs 3 and 4 might influence a 16-year-old	3
• Demonstrates some understanding of how the information in paragraphs 3 and 4 might influence a 16-year-old	2
• Provides some relevant information	1

Sample answer:

A young person might be influenced to consider more seriously the responsibilities associated with driving eg responsible driving includes being careful, not speeding and not being distracted by phones. They might be frightened/shocked by the statistics given about the serious accidents that can result from excess speed and driving under the influence of alcohol leading to disastrous results.

Question 9 (c)

Criteria	Marks
• Demonstrates a thorough understanding of how the author's tone reflects his view of young people	4
• Demonstrates a good understanding of how the author's tone reflects his view of young people	3
• Demonstrates some understanding of how the author's tone reflects his view of young people	2
• Provides some relevant information	1

Sample answer:

The author views young people as immature and not ready for the responsibility of driving and independence. The author uses a patronising tone and sarcasm to reflect this. He believes that they are under the misconception that four wheels are enough to provide them with independence. They don't understand that freedom is based on something far deeper and more meaningful than a vehicle and a driver's licence. He thinks they always 'want' without reciprocating.

Question 9 (d)

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

(B)

Question 10 (a)

Criteria	Marks
• Identifies correct answer	1

Sample answer:

(B)

Question 10 (b)

Criteria	Marks
• Demonstrates a good understanding of the mother's expectations	3
• Demonstrates some understanding of the mother's expectations	2
• Provides some relevant information	1

Sample answer:

The mother's expectations were to be looked after by one of her children, preferably her favourite one. She also expected to stay in her house and in her familiar surroundings. She had expected for herself what she had done for her parents.

Question 10 (c)

Criteria	Marks
• Demonstrates a thorough understanding of why Alexis's and Marianthi's views are included	3
• Demonstrates a good understanding of why Alexis's and Marianthi's views are included	2
• Provides some relevant information	1

Sample answer:

Their views are included because they are siblings with the same upbringing but they have different viewpoints and lifestyles (a student vs a young mother). Also, the writer does this to stimulate the readers to think about the issues and contribute their thoughts.

Question 10 (d)

Criteria	Marks
• Demonstrates a good understanding of the extent to which Alexis may be a suitable carer	3
• Demonstrates some understanding of the extent to which Alexis may be a suitable carer	2
• Provides some relevant information	1

Sample answer:

Alexis may be a suitable carer because he doesn't believe in abandoning aged parents by putting them in an institution and forgetting about them. He believes in keeping the aged within the family unit, as they have a lot to offer and we owe it to them. However, he says that he can't do this without financial assistance.

Question 10 (e)

Criteria	Marks
• Demonstrates a thorough understanding of how language is used by Marianthi and Alexis in expressing their points of view	5
• Demonstrates a good understanding of how language is used by Marianthi and Alexis in expressing their points of view	4
• Demonstrates some understanding of how language is used by Marianthi and Alexis in expressing their points of view	3
• Demonstrates a limited understanding of how language is used by Marianthi and Alexis in expressing their points of view	2
• Provides some relevant information	1

Sample answer:

Marianthi's language reflects her hesitation and concern at undertaking the care of elderly parents. She uses rhetorical questions to justify this concern/reluctance eg 'who will look after them if they fall...'. The use of ellipses highlights her doubts, eg 'Mmm... , but I don't know ...'

Her language becomes more definitive with the use of emotive 'I start to panic...' and expressions such as 'My goodness!!'.

Alexis uses facts to support his viewpoint eg compares the situation in Australia with that of Europe. He uses sarcasm 'for their own good ...' to highlight that he does not approve of institutions for the elderly. The use of the first person plural eg 'we owe it to them', reflects his viewpoint that care of the elderly is the family's responsibility.

Section II — Reading and Responding

Part B

Question 11

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates an excellent understanding of the whole text • 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"> • Demonstrates a good understanding of the text • 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 questions, statements, comments and/or specific information in the text • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Attempts to structure relevant information and ideas 	7–9
<ul style="list-style-type: none"> • Responds to some of the questions, statements, comments and/or specific information in the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited ability to link information and ideas or structure text 	4–6
<ul style="list-style-type: none"> • Responds to isolated elements in the text • Uses single words or set formulae to express information 	1–3

Section III — Writing in Modern Greek

Question 12

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

Section III (continued)**Question 13**

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

2015 HSC Modern Greek Continuers 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	The world of work — message	H3.1
2	2	Relationships — conversation	H3.3
3	2	Youth issues — announcement	H3.3
4	3	The world of work — speech	H3.4
5	3	The school experience — conversation	H3.4
6	4	Relationships — telephone conversation	H3.6
7	4	The environment — speech	H3.4
8	5	Lifestyles — conversation	H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Youth issues — report	H3.3
9 (b)	3	Youth issues — report	H3.1
9 (c)	4	Youth issues — report	H3.5
9 (d)	1	Youth issues — report	H3.3
10 (a)	1	Relationship – family — blog	H3.3
10 (b)	3	Relationship – family — blog	H3.4
10 (c)	3	Relationship – family — blog	H3.5
10 (d)	3	Relationship – family — blog	H3.5
10 (e)	5	Relationship – family — blog	H3.3

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Youth issues — email/email	H1.2, H1.3, H3.1

Section III — Writing in Modern Greek

Question	Marks	Content	Syllabus outcomes
12	5	The world of work — message	H2.1, H2.2, H2.3
13 (a)	10	The world of work — letter	H2.1, H2.2, H2.3
13 (b)	10	Lifestyles — letter	H2.1, H2.2, H2.3