

**2007 HSC Notes from  
the Marking Centre  
Modern Greek**

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# 2007 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 2007 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 2007 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

**Note:** Teachers and students are reminded that the **new** Stage 6 Modern Greek Beginners syllabus will be examined for the first time in 2008. Information about the new syllabus, including the Specimen HSC Examination Resources Package, is available on the Board of Studies website ([www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/)).

### Speaking Skills Examination

#### Section I – Reading Aloud

In the better responses, candidates communicated confidently and fluently with correct intonation and pronunciation. These responses demonstrated competency and accuracy in recognising the Modern Greek script and using the accentuation system. The only variation among responses was the degree of fluency and accuracy in intonation. Most of the responses, however, demonstrated a good command of applying the punctuation system.

The weaker responses contained more pauses during the reading, with the occasional mispronunciations and repetitions.

For example: εντυπωση, αρχιζει, τελειωνει, φροντιστηρια, γνωσεις, αξιοθεατα, αξεχαστο.

There were, however, some weaker responses that highlighted difficulties with reading diphthongs and some letters. For example, αγαπητοι, ολοι, καλοκαιρι, νησιου. This resulted in extensive pauses and mispronunciations during the reading. These responses generally demonstrated lack of understanding of the content of the passage.

#### Section II – Speaking Skills

Better responses conveyed the meaning of the cues, using an appropriate range of language structures. These responses indicated confidence, fluency, correct intonation and pronunciation. All three questions covered a wide range of topics from the syllabus and enabled the candidates the opportunity to demonstrate their knowledge and skills.

## Question 2

This question allowed candidates to not only demonstrate their speaking skills but also their cultural awareness.

For example: θα ηθελα να επισκεφτω την Ακροπολη και τα υπεροχα ελληνικα νησια.

## Question 3

Better candidates used more complex sentence structures and were more creative in giving responses as to why they wanted to make alternative arrangements with their friend.

For example: γιατι πρεπει να παω για ψωνια; γιατι η γιαγια ου επεσε και εσπασε το ποδι της.

## Question 4

This question was challenging but it gave candidates the opportunity to use a wide range of vocabulary and expressions, since they were required to express an opinion about the movie.

For example: το εργο ηταν φανταστικο και ειχε πολυ χιου ορ.

## Writing Skills Examination

### Listening Skills

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

#### Question 1

Most candidates answered correctly. However, a number did not distinguish between the word ‘stolen’ and the verb ‘to swim’.

#### Question 2

Apart from some confusion between the words ‘newsagency’ and ‘travel’, most candidates answered correctly.

#### Question 3

Most responses demonstrated some understanding of George’s attitude as well as Sophia’s reaction to it. In the weaker responses a great deal of relevant information was omitted.

#### Question 4

Some candidates confused distractors (A) and (D).

### **Question 5**

While most candidates demonstrated a good understanding of the factors which contributed to Savva's decision, some candidates omitted relevant information such as, 'it helped him to understand himself' or it provided him with 'the opportunity to travel'.

### **Question 6**

Some candidates confused distractors (C) and (D).

### **Question 7**

Most responses to this question demonstrated a reasonably good understanding of Harry's negative experience and included relevant details from the text.

### **Question 8**

Candidates generally grasped the two news items, but they experienced some difficulty in identifying and comprehending the suggestions to the public. They did not understand the verb 'αποφευγω'.

### **Question 9**

In the better responses, there was evidence of a good understanding of the reasons for Kalliope's change in attitude. The weaker responses, however, displayed difficulty in comprehending the question and stressed Kalliope's negative attitude rather than the arguments formulated by Heracles to change her mind. A significant number of responses demonstrated an inability to place Heracles's argumentation in the correct time frame.

## **Section I – Reading Skills**

### **Question 1**

The better responses demonstrated a thorough understanding of the purpose of the note by stating the reasons for the daughter's absence. Weaker responses included only a single purpose for the note.

### **Question 2**

- (a) Most responses identified both promotional measures used by the bookstore.
- (b) Most responses identified the common link between all four books.

### **Question 3**

- (a) In the better responses, candidates clearly identified Dorothea's dilemma as being caught between complaining to her flatmate and risking losing the friendship. In the weaker responses, candidates only identified one facet of the dilemma.

- (b) In the better responses, candidates identified aspects of Georgina’s personality and substantiated their response with references from the text. In the weaker responses, candidates merely summarised or translated the passage with little analysis of character traits.

#### **Question 4**

- (a) Most responses demonstrated an understanding of the purpose of the chatroom discussion.
- (b) Most candidates communicated the idea that Leonidas’s working holiday would not be as enjoyable.
- (c) Better responses demonstrated that Cassandra’s holiday preferences were to see Australia, participate in unplanned trips and be able to separate a holiday from work, and included clear references from the text.

#### **Question 5**

- (a) Most candidates demonstrated a thorough understanding of how Babis found himself trapped in the lift.
- (b) Most candidates demonstrated a thorough understanding of the reasons for Babis’s panic by making close references to the text.
- (c) In the better responses, candidates demonstrated a perceptive understanding of the role of his dog as his saviour.

#### **Question 6**

- (a) Most candidates demonstrated a thorough understanding of the travel restrictions placed on the students going to Greece.
- (b) Better responses included reasons why Loukas was concerned. In the weaker responses, candidates did not discern appropriate details from the text.
- (c) Most candidates demonstrated a thorough understanding of why Loukas would find *Ikarus* appealing by making close reference to the text. Weaker responses, however, provided only some relevant information.
- (d) Better responses demonstrated a thorough understanding of Elena’s positive impressions with close reference to the text. For example, they identified Elena’s enthusiasm and provided a summary of all the places that she visited. Weaker responses provided only some relevant information in relation to some of the places that Elena visited.

### **Section II – Writing Skills**

Most responses were of a highly satisfactory standard and demonstrated the ability to communicate adequately at this level. The better responses addressed the question very well and demonstrated good use of vocabulary and a high degree of accuracy. These responses were written in a coherent, effective and creative manner.

In the average responses, candidates displayed a degree of accuracy with occasional errors. They did, however, demonstrate the ability to communicate.

The weaker responses demonstrated an elementary to basic knowledge and understanding of vocabulary and sentence structures. These responses included a significant number of anglicisms, errors in syntax and grammar, and, overall, communication was not achieved.

## Continuers

### Oral Examination

Most candidates were able to converse with some ease 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.

The better responses 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:

Προσπαθω να υλοποιησω τους στοχους ου.  
Επικοινωνου ε ε ηλεκτρονικη αλληλογραφια.

Better responses also demonstrated authenticity in the treatment of topics and were able to develop a natural conversational style:

Εχω διαλεξει χο πυ που ανταποκρινονται στα ταλεντα ου.

Weaker responses, although demonstrating some degree of fluency, were often characterised by a lack of ability to use appropriate vocabulary to elaborate both conceptually and in terms of the complexity of sentence structure:

ιαβαζω και τετοια.  
Θα παω στην Ελλαδα να δω πως ενουνε και ολα αυτα.  
Τη ζωη που ενουν εκει στη Μελβουρνη ειναι πολυ διαφορετικος τη ζωη που ενου  
ε στο Συδνευ.

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 case:

Τις γονεις της ητερας ου  
Το τηλεοραση  
Τα δασκαλες  
Το θεατα (αξιοθεατα)  
Τα εγαλοι πινουν καφε  
Να αθω ενα τεχνη.



Nouns – Often there was no agreement between nouns and articles, nouns and adjectives and nouns and verbs:

Το Χριστουγεννα  
Εχω εγαλο οικογενεια  
Προσπαθει να ερθουν αζι ας.

Adjectives – There was either no agreement between nouns and adjectives or the comparative degree was used inappropriately (and mainly as a double comparative):

εν εχω πολλα δουλεια  
Ειναι η πιο εγαλυτερη.

Adverbs – There was some confusion with regard to the use of the adverb of time *παντα* (which was sometimes confused with *ποτε*):

εν εχου ε δει παντα  
Παντα δεν ει αι οναχος.

Verbs – 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 (particularly the continuous subjunctive) and choice of verbs:

Τους φιλους ου τους εχω ξερει απο ικρη.  
Εαθα ελληνικους χορους για εξι χρονια.  
Μου αρεσει να κανω αστεια να γελασουν οι φιλοι ου.  
Αρχισα να διαβαζω και να προετοι αστω.  
Θελουν να παντρεψω καποιον ε την ιδια θρησκεια ου.  
Ολοι να αγαπιουνται ο ενας τον αλλον.

Anglicisms – Weaker responses demonstrated either a recourse to English words or an attempt to directly translate from English to Greek:

Τα πα ε not bad  
Πεντε χρονια πριν  
Ολη τη φορα ειχα ε καλη ωρα  
Να παρω γουστο της ελληνικης ουσικης.

Vocabulary – Some candidates did not know the vocabulary associated with the following topics: school subjects, professions, career choices and personal profile. Often, more sophisticated words were pronounced incorrectly or invented:

ηλιαθοθερια (ηλιοθεραπεια)  
δακτυο (διαδικτυο)  
καταλληλοτητα  
διασκεσεις (διασκεδασεις).

Syntax – Errors in the use of articles, adverbs, nouns, adjectives and verbs revealed a lack of understanding of the function of the various elements of a clause. This was particularly the case with regard to the use of the case system, linking verbs and impersonal verb forms:

Α α παρω τη βαθ οι  
Τους καθηγητες ε εχουν επηρεασει θετικα

εν είναι κεντρικό θέμα  
Να γίνεις κάποιον που δεν είσαι  
Πρέπει να βρεις δουλειά  
Μου αρέσουν τις επιστήμες.

Overall, responses revealed difficulty in discussing future aspirations, as their grasp of the relevant vocabulary and Greek grammar and syntax was limited.

Candidates should be prepared to show sophistication in their discussion of topics by elaborating on their ideas and using a wide range of vocabulary, as well as the ability to engage in conversation on all aspects of the personal word topic.

## 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 of the relevant information.

#### Question 1

Most candidates' responses demonstrated a thorough understanding of Nikos's anxiety.

#### Question 2

Most responses provided all the information required. Some responses did not include all the information pertaining to the identity of Tasos.

#### Question 3

Most candidates provided valid reasons why Georgia changed her mind.

#### Question 4

Most candidates demonstrated a perceptive understanding of the physical changes occurring in Sydney. Better responses identified the direction of change that Sydney was undertaking as a city, ie becoming a more environmentally friendly city.

#### Question 5

The question was answered well by most candidates who demonstrated the different points of view required and supported their response with relevant examples.

#### Question 6

Candidates' responses presented two differing viewpoints in relation to Yiannis. Some responses said that Yiannis was superficial, arrogant and insensitive while others considered him to be sensitive, caring and thoughtful which was demonstrated by the way he was easily persuaded to change his mind.

Better responses supported their evaluation of the character of Yiannis with relevant examples from the text. Weaker responses, however, lacked a perceptive understanding and simply retold the event.

### **Question 7**

Most candidates demonstrated a good understanding of the speech. Better responses demonstrated a thorough understanding of the appropriateness of the speech by identifying the occasion of this particular event and by relating the content, tone and language to the context. Weaker responses provided only some relevant information.

## **Section II – Reading and Responding**

### **Part A**

The majority of candidates demonstrated a good understanding of the text and a capacity to convey information accurately.

### **Question 8**

- (a) In the better responses, candidates identified the reasons that prompted Leonidas to write his letter. Weaker responses did not refer to Leonidas's need to communicate his concerns.
- (b) In most responses, candidates demonstrated a good understanding of Leonidas's relationship with his parents. They provided details of how the parents felt towards Leonidas and why they were in conflict. Better responses identified the respect that Leonidas felt towards his parents and his need for a change.
- (c) In the better responses, candidates demonstrated a perceptive understanding of Leonidas's state of mind as revealed by examples of emotive language, use of punctuation, and/or rhetorical questioning. In the weaker responses, candidates demonstrated only some understanding of Leonidas's state of mind and simply listed some language techniques without linking these to any effect.

### **Question 9**

In the better responses, candidates evaluated and interpreted the text. Weaker responses tended simply to translate relevant parts of the text, without linking this information to the question asked.

- (a) In the better responses, candidates provided a good understanding of why Dr Polixeris is an expert on youth issues. The weaker responses provided some information on Dr Polixeris's expertise.
- (b) In the better responses, candidates identified the trend of young people not leaving home until later in life. They provided the factors that led to this trend such as the high cost of living, the rise of unemployment and overindulgent parents. In the weaker responses, candidates demonstrated some understanding of the factors without relating these to the trend.
- (c) In the better responses, candidates demonstrated a perceptive understanding of how Dr Polixeris seeks to convince the readers by supporting their answer with explanations of the effects of

language and other techniques such as the use of sarcasm, punctuation, by presenting facts from the study and others. In the weaker responses, candidates simply translated the text without answering the question.

- (d) In the better responses, candidates demonstrated a thorough understanding of Leonidas's and his parents' stand in relation to the social phenomenon. They identified that Leonidas's parents were typical of this social phenomenon and that Leonidas was atypical and provided a detailed discussion with reference to the study undertaken. The weaker responses did not identify clearly the social phenomenon or whether Leonidas and his parents were typical of this. Some responses were a simple translation of Dr Polixeris's study and, as such, did not answer the question.

## Part B

### Question 10

Overall, most candidates understood the requirements of the task and wrote texts appropriate to the stated text type. Responses displayed an ability to organise information and to use relevant vocabulary in order to cover most of the main points. Stronger responses were characterised by an ability to address all of the main points and to provide some sophisticated analysis. They also demonstrated some creativity in the use of vocabulary and often used complex and grammatically/syntactically correct sentence structures to convey sound argumentation.

The weaker responses demonstrated only a general understanding of the text, but did not address all of the main points in the stimulus text. Furthermore, they did not demonstrate sufficient understanding of language and structure.

Common areas of concern included:

- spelling, especially words with double consonants
- lack of agreement between adjectives and nouns, articles and nouns
- incorrect verb tense, voice and use in context
- incorrect use of proper nouns
- anglicisms.

## Section III – Writing in Modern Greek

### Question 11

In the better responses, candidates demonstrated relevance of ideas, accuracy of vocabulary and control of sentence structure. The overall level of the responses indicated that most candidates comprehended the requirements of the task.

In the weaker responses, candidates did not address the specifics of the question, ie a description of feelings as opposed to a description of a meeting. Generally, candidates responded with greater sophistication and depth of treatment to part (b). Areas of weakness in both tasks were:

- lack of agreement between noun and adjective
- incorrect use of adjectives

- lack of agreement between article and noun
- incorrect use of the case system, number and gender
- incorrect use of verb tenses, in terms of person, voice and aspect.

## Question 12

The better responses displayed depth and breadth in the treatment of the task. They also demonstrated an extensive knowledge and understanding of vocabulary, tense and syntax. Authenticity and creativity as well as the use of persuasive language, were also evident in these responses. Responses to 12(b) demonstrated greater depth and breadth in the treatment of the topic than 12(a).

The weaker responses demonstrated a satisfactory to elementary knowledge of vocabulary and sentence structures. Candidates offered a range of ideas and attempted to use persuasive language but were not always able to structure coherent answers. Common errors included:

- incorrect use of articles
- lack of agreement between article and noun, adjective and noun
- incorrect use of gender
- incorrect use of adjectives
- incorrect use of auxiliary verbs
- spelling.

## 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. These responses demonstrated confident and fluent communication as well as a high level of grammatical accuracy. Some examples included:

Η ορφότερη και αγνοτερη σχεση ειναι η φιλια.

Η φιλια ειναι ενα ταξιδι, γιατι εσα απο αυτη περνα ε και τις πιο δυσκολες ηλικιες αζι.

Το ταξιδι ειναι αυτο που ετραει.

Η υπαρξη ας εξαρταται απο το περιβαλλον και γι αυτο πρεπει να στα ατησου ε τ ην οικολογικη καταστροφη.

Average responses attempted to present a coherent argument. However, they generally lacked structure and fluency. These responses were characterised by repetitive phrases and linguistic inaccuracies. Some of these responses elaborated on the themes competently, but did not provide a link to the specific question to which these themes related.

Weaker responses were characterised by short and simple sentences, limited vocabulary, long pauses, the use of anglicisms and often irrelevant repetition. These responses also included a number of incorrect phrases, ones which were used out of context as well as incorrect in terms grammatical usage.

Some examples included:

Adjectival agreement:

πολλες παραγοντες (instead of πολλοι παραγοντες)  
εξυπνοι ανθρωπους (instead of εξυπνοι ανθρωποι).

Impersonal verb forms:

πρεπω, πρεπου ε (instead of πρεπει)  
αρεσω, αρεσου ε (instead of 'αρεσω, 'αρεσου ε).

Passive voice verbs were often incorrectly used in the active voice:

νοιαζουνε (instead of νοιαζονται)  
χρειαζουν (instead of χρειαζονται).

Agreement between subject and main verb:

Απο τη φυση παραγεται τα φαγητα ας  
(instead of Απο τη φυση παραγονται τα φαγητα ας).

Incorrect case usage for the subject and object in a sentence:

Για ερικοι ανθρωποι (instead of για ερικους ανθρωπους)  
Η δουλεια το κανεις (instead of τη δουλεια την κανεις).

The word περιβαλλον was incorrectly declined:

ο περιβαλλον του περιβαλλοντα  
(instead of το περιβαλλον του περιβαλλοντος).

### Question 1

In the better responses, candidates explained their point of view in detail. Their argument was well expressed and well structured. In the weaker responses, candidates tended to provide some relevant information without presenting an argument.

### Question 2

In the better responses, candidates responded well by providing well-structured arguments on the topic of the importance of the protection of the environment for the future of humanity. 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 environment without linking this information to the question asked.

### Question 3

In the better responses there was evidence of highly sophisticated and well thought out arguments with excellent links to the topic of friendship being a life-long journey. In weaker responses candidates discussed the topic of friendship in general terms without providing a link to the issue of journey.

Candidates are reminded that in this section they will need to present and support a point of view using relevant information, an effective structure and a variety of language structures and vocabulary that is appropriate to the topic.

## Written Examination

### Section I – Response to the Prescribed Text

#### Part A

Candidates generally demonstrated a good understanding of the prescribed text and discussed the issues arising in the specific song chosen for this question. The better responses tended to be analytical in nature while the weaker responses tended to be descriptive.

#### Question 1

- (a) In the majority of responses, candidates demonstrated a thorough understanding of what is being referred to in lines 6–7 of the song *Aegean*. The weaker responses just referred to the different nations that have conquered the Aegean without further developing their answer.
- (b) In the majority of responses, candidates identified the images mentioned in lines 31–34 very well. For example, the references to the Greek National Anthem, the phoenix and Theophilos’s paintings. They were also able to successfully draw a connection between them.
- (c) The better responses demonstrated a perceptive understanding of how the song reaches its climax and supported their answers with references to both music and voice in a detailed manner. They were familiar with the musical qualities of the song and were able to link aspects of the music and voice to the climax. The weaker responses tended to merely provide a list of instruments used in the song without making the necessary link that the question required.
- (d) In most responses candidates provided a basic discussion of the issue of search for identity in the song *Aegean* and in one other song. In the better responses, however, candidates demonstrated a perceptive understanding of how effectively the issue of search for identity is explored by discussing the Greek identity as it is presented in the song *Aegean* and by supporting their answer with detailed references from both songs. The weaker responses tended to merely provide a translation of the songs with a very limited discussion of the issue.

#### Part B

#### Question 2

While candidates generally met the requirements of the task, a large number did not discuss one or more of the issues arising in the song, as the question required.

Better responses demonstrated a perceptive and sensitive understanding of the prescribed text, making detailed references to the song. They were able to manipulate language with originality, creativity and flair, write for a specific purpose as well as in the required text type. In addition, better responses identified the issues as being the search for identity and the concepts of exploitation and superficiality that exist in modern day relationships. More importantly, they linked these issues with details from the text either in the form of quotes or by simply referring to aspects of song.

Weaker responses met the general requirements of the task by alluding to the song. These responses merely presented a piece of creative writing about terminating a relationship without

discussing the specific issues so as to demonstrate understanding of the prescribed song. They generally, however, 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 illustrate knowledge of the issues explored in the song and provide detailed references to support their argument.

## **Section II – Writing in Modern Greek**

### **Questions 3 and 4**

Overall, candidates who attempted question 4 appeared to experience some difficulty in understanding the demands of the task. The responses displayed an inability to define and discuss the topic of ‘ideals’.

Responses to question 3 were generally stronger and displayed coherent argumentation and greater linguistic competence.

In the better responses, candidates showed linguistic competence and flexibility which enabled them to structure coherent and sophisticated arguments. These responses were also characterised by a high level of grammatical accuracy and authenticity.

In the weaker responses, candidates made attempts to develop a coherent argument and support it with examples. However, these attempts were characterised by common errors, such as:

- incorrect spelling of basic vocabulary relevant to the topic
- confusions of pronouns, article–noun , noun–adjective
- inaccurate use of the passive voice, confusion in voice and sense of verbs
- anglicisms.



# Modern Greek Beginners

## 2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Speaking Skills Examination</b>			
<b>Section I — Reading Aloud</b>			
1	10	Lifestyles	H2.4
<b>Speaking Skills Examination</b>			
<b>Section II — Speaking Skills</b>			
2	3	Personal world	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	3	Public services	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
4	4	Lifestyles	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Listening Skills Examination</b>			
1	2	Work — phone message	H3.1
2	1	Travel — conversation	H3.1
3	3	Eating out — conversation	H3.1
4	1	School — dialogue	H3.1
5	4	Work — interview	H3.1
6	1	Lifestyles — advertisement	H3.1
7	4	Holiday — conversation	H3.1
8	4	People and events — news item	H3.1
9	5	People and events — conversation	H3.1

Question	Marks	Content	Syllabus outcomes
<b>Written Examination</b>			
<b>Section I — Reading Skills</b>			
1	3	School life — letter	H3.1
2 (a)	2	Lifestyles — advertisement	H3.1
2 (b)	2	Lifestyles — advertisement	H3.1
3 (a)	2	Personal world — diary entry	H3.1
3 (b)	4	Personal world — diary entry	H3.1
4 (a)	2	Work — web page	H3.1
4 (b)	2	Work — web page	H3.1
4 (c)	4	Work — web page	H3.1
5 (a)	2	Home life —lifetime	H3.1
5 (b)	4	Home life —lifetime	H3.1
5 (c)	4	Home life —lifetime	H3.1
6 (a)	4	Lifestyles/travel — letter and diary entry	H3.1
6 (b)	3	Lifestyles/travel — letter and diary entry	H3.1
6 (c)	3	Lifestyles/travel — letter and diary entry	H3.1
6 (d)	4	Lifestyles/travel — letter and diary entry	H3.1
<b>Written Examination</b>			
<b>Section II — Writing Skills</b>			
7	10	Lifestyles – guided dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
8	10	People and events – letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
9	10	Travel – composition	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
10	10	Lifestyles – dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

# Modern Greek Continuers

## 2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
1	2	The school experience — conversation	H3.1
2	3	Lifestyles — (phone) conversation	H3.1
3	3	The school experience — (phone) conversation	H3.1, H3.2
4	4	Lifestyles — (public) announcement	H3.1
5	4	Relationships — conversation	H3.1
6	4	Youth issues — conversation	H3.1, H3.2
7	5	People and events/personal identity — speech	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
8 (a)	2	Personal world — letter (informal)	H3.1
8 (b)	3	Personal world — letter (informal)	H3.1, H3.2
8 (c)	5	Personal world — letter (informal)	H3.1, H3.2
9 (a)	2	Relationships — letter (friend)	H3.1
9 (b)	4	Relationships — letter (friend)	H3.1, H3.2
9 (c)	4	Relationships — letter (friend)	H3.1, H3.2
9 (d)	5	Relationships — letter (friend)	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
10	15	Lifestyles — email/email	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Written Examination</b>			
<b>Section III — Writing in Modern Greek</b>			
11 (a)	6	Relationships — diary entry	H2.1, H2.2, H2.3
11 (b)	6	Personal identity — diary entry	H2.1, H2.2, H2.3

<b>Question</b>	<b>Marks</b>	<b>Content</b>	<b>Syllabus outcomes</b>
12 (a)	9	Youth issues — script of talk	H2.1, H2.2, H2.3
12 (b)	9	World of work — script of talk	H2.1, H2.2, H2.3

# Modern Greek Extension

## 2007 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes	Targeted performance bands
<b>Oral Examination</b>				
1	5	Search for identity	H1.1, H1.2	2–4
2	5	Overcoming adversity	H1.1, H1.2	2–4
3	5	Concept of journey	H1.1, H1.2	2–4
<b>Written Examination</b>				
<b>Section I — Response to Prescribed Text</b>				
<b>Part A</b>				
1 (a)	2	'Agean'	H2.3	2–3
1 (b)	3	'Agean'	H2.1, H2.3	2–4
1 (c)	4	'Agean'	H2.1, H2.2	2–4
1 (d)	6	'Agean'	H2.1, H2.2, H2.3	2–4
<b>Written Examination</b>				
<b>Section I — Response to Prescribed Text</b>				
<b>Part B</b>				
2	10	<i>Hey Man</i> — letter	H2.1	2–4
<b>Written Examination</b>				
<b>Section II — Writing in Modern Greek</b>				
3	15	Overcoming adversity — article	H1.1, H1.2	2–4
4	15	Concept of journey — article	H1.1, H1.2	2–4

## 2007 HSC Modern Greek Beginners Marking Guidelines — Listening Skills

### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of Niko's predicament	2
• Provides some relevant information	1

### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (C)	1

### Question 3

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of George's attitude as well as Sophia's reaction to it	3
• Demonstrates some understanding of George's attitude as well as Sophia's reaction to it	2
• Provides some relevant information	1

**Question 4***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (D)	1

**Question 5***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of all factors contributing to his decision	4
• Demonstrates a good understanding of the factors contributing to his decision	2–3
• Provides some relevant information	1

**Question 6***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the correct multiple choice answer (C)	1

**Question 7***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of Harry's negative experience • Provides details from the text	4
• Demonstrates a good understanding of Harry's negative experience	2–3
• Identifies some limited information	1

**Question 8***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Completes the table with all the correct information	4
• Completes the table with most of the correct information	3
• Completes the table with some relevant information	2
• Provides some relevant information	1

**Question 9***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the reasons for Kalliope's change in attitude	5
• Demonstrates a good understanding of the reasons for Kalliope's change in attitude	4
• Demonstrates a basic understanding of the reasons for Kalliope's change in attitude	2–3
• Provides some relevant information	1



## 2007 HSC Modern Greek Beginners Marking Guidelines — Written Examination

### Section I — Reading Skills

#### Question 1

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the purpose of this note	3
• Demonstrates some understanding of the purpose of this note	2
• Provides some relevant information	1

#### Question 2 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of what the bookstore offers	2
• Provides some relevant information	1

#### Question 2 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the common elements in all four books	2
• Provides some relevant information	1

**Question 3 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of Dorothea's dilemma	2
• Provides some relevant information	1

**Question 3 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of Georgia's personality	4
• Demonstrates a good understanding of Georgia's personality	2–3
• Provides some relevant information	1

**Question 4 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the purpose of this chatroom	2
• Provides some relevant information	1

**Question 4 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of Natalia's opinion about Leonidas's ideas	2
• Provides some relevant information	1

**Question 4 (c)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of Cassandra's holiday preference	4
• Demonstrates a good understanding of Cassandra's holiday preference	2–3
• Provides some relevant information	1

**Question 5 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of how Babis find himself in this predicament	2
• Provides some relevant information	1

**Question 5 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the reasons for Babis' panic	4
• Demonstrates a good understanding of the reasons for Babis' panic	2–3
• Provides some relevant information	1

**Question 5 (c)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the role of the dog as a saviour/hero	4
• Demonstrates a good understanding of the role of the dog as a saviour/hero	2–3
• Provides some relevant information	1

**Question 6 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the restrictions placed on the students	4
• Demonstrates a good understanding of the restrictions placed on the students	2–3
• Provides some relevant information	1

**Question 6 (b)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the reasons why Loukas is concerned	3
• Demonstrates a good understanding of the reasons Loukas is concerned	2
• Provides some relevant information	1

**Question 6 (c)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of why Loukas would find ‘Ikarus’ offers appealing	3
• Demonstrates a good understanding of why Loukas would find ‘Ikarus’ offers appealing	2
• Provides some relevant information	1

**Question 6 (d)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of Elena’s positive impressions with reference to the text	4
• Demonstrates a good understanding of Elena’s positive impressions with reference to the text	2–3
• Provides some relevant information	1

## Section II — Writing Skills

### Question 7

*Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Demonstrates the use of appropriate vocabulary and sophisticated language structures</li><li>• Demonstrates a high degree of accuracy with only minor errors</li><li>• Sequences and structures information coherently and effectively</li></ul>	9–10
<ul style="list-style-type: none"><li>• Demonstrates the use of appropriate vocabulary and language structures</li><li>• Demonstrates a degree of accuracy with occasional (sometimes even significant) errors</li><li>• Sequences and structures information effectively</li></ul>	7–8
<ul style="list-style-type: none"><li>• Uses only basic vocabulary and simple language structures</li><li>• Demonstrates some consistency in the use of language, with more frequent errors, but communication is generally achieved</li><li>• Organises and sequences some information</li></ul>	5–6
<ul style="list-style-type: none"><li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li><li>• Achieves limited communication, using single words, set formulae and anglicisms to express information</li><li>• Demonstrates little evidence of organisation and sequencing</li></ul>	3–4
<ul style="list-style-type: none"><li>• Uses single words, set phrases in isolation and anglicisms</li><li>• Barely addresses cues</li><li>• Demonstrates minimal knowledge of vocabulary and language structures</li></ul>	1–2

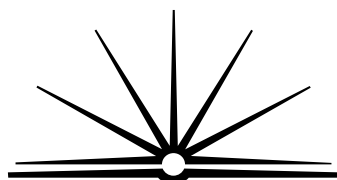
## Section II (continued)

### Question 8

*Outcomes assessed: H2.1, H2.2, H2.3, H2.5, H2.7, H2.8*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Presents and develops relevant information, ideas and/or opinions</li> <li>• Demonstrates a wide range of vocabulary and language structures</li> <li>• Demonstrates a high degree of accuracy with only minor errors</li> <li>• Sequences and structures ideas and information effectively</li> <li>• Correctly observes all conventions of the discourse form</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Presents and develops relevant information, ideas and/or opinions</li> <li>• Demonstrates some variety of vocabulary and language structures</li> <li>• Demonstrates a degree of accuracy with occasional (sometimes even significant) errors</li> <li>• Sequences and structures ideas and information coherently</li> <li>• Observes all conventions of the discourse form</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Presents some relevant information, ideas and/or opinions</li> <li>• Uses only basic vocabulary and simple language structures</li> <li>• Demonstrates some consistency in the use of language, with more frequent errors, but generally achieves communication</li> <li>• Organises and sequences some information</li> <li>• Generally observes conventions of the discourse form</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Achieves limited communication, using single words, set formulae and anglicisms to express information</li> <li>• Demonstrates little evidence of organisation and sequencing</li> <li>• Is often repetitive</li> <li>• Rarely observes conventions of the discourse form</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Uses single words, set phrases in isolation and anglicisms</li> <li>• Barely addresses topic</li> <li>• Demonstrates minimal knowledge of vocabulary and language structures</li> </ul>	1–2



**B O A R D O F S T U D I E S**  
NEW SOUTH WALES

## **2007 HSC Modern Greek Continuers Marking Guidelines — Written Examination**

### **Section I — Listening and Responding**

#### **Question 1**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of Nikos' anxiety	2
• Provides some relevant information	1

#### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides all information required	3
• Provides limited information	2
• Provides some relevant information	1

**Question 3***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the reasons for changing her mind	3
• Demonstrates a good understanding of the reasons for changing her mind	2
• Identifies some relevant information	1

**Question 4***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the changes occurring in Sydney • Provides examples from text	4
• Demonstrates a good understanding of the changes occurring in Sydney • Provides examples from text	3
• Demonstrates some understanding of the changes occurring in Sydney • Provides some examples from text	2
• Provides some relevant information	1

**Question 5***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the viewpoints of the two speakers • Provides evidence from the text	4
• Demonstrates a good understanding of the viewpoints of the two speakers • Provides evidence from the text	3
• Demonstrates some understanding of the viewpoints of the two speakers • Provides some evidence from the text	2
• Provides some relevant information	1



**Question 6***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of Yianni's character with reference to the text</li><li>• Supports answer with relevant examples</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of Yianni's character with reference to the text</li><li>• Supports answer with reference to the text</li></ul>	3
<ul style="list-style-type: none"><li>• Demonstrates some understanding of Yianni's character with reference to the text</li><li>• Supports answer with reference to the text</li></ul>	2
<ul style="list-style-type: none"><li>• Provides some relevant information about Yianni's character</li></ul>	1

**Question 7***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of the appropriateness of this speech in relation to the occasion</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of the appropriateness of this speech</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of the appropriateness of this speech</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

## Section II — Reading and Responding

### Part A

#### Question 8 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of what prompted Leonidas to write his letter	2
• Provides some relevant information	1

#### Question 8 (b)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of Leonidas' relationship with his parents	3
• Demonstrates a good understanding of Leonidas' relationship with his parents	2
• Provides some relevant information	1

#### Question 8 (c)

*Outcomes assessed: H3.1, H3.2*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies Leonidas' state of mind • Demonstrates a perceptive understanding of how the use of language reflects Leonidas' state of mind	5
• Identifies Leonidas' state of mind • Demonstrates a good understanding of how the use of language reflects Leonidas' state of mind	3–4
• Demonstrates some understanding of how the use of language reflects Leonidas' state of mind	2
• Provides some limited information	1

**Question 9 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a good understanding of Dr Polixeris' expertise	2
• Provides some relevant information	1

**Question 9 (b)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the factors that have led to this trend	4
• Demonstrates some understanding of the factors that have led to this trend	2–3
• Provides some relevant information	1

**Question 9 (c)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of how he seeks to convince the readers • Supports answer with reference to the text	4
• Demonstrates a good understanding of how he seeks to convince the readers • Supports answer with reference to the text	2–3
• Provides some relevant information	1

**Question 9 (d)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a thorough understanding of Leonidas' and his parents' stand in relation to the outcomes of the study</li><li>• Supports answer with detailed reference to the text</li></ul>	5
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of Leonidas' and his parents' stand in relation to the outcomes of the study</li><li>• Supports answer with reference from text</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates a basic understanding of Leonidas' and his parents' stand in relation to the outcomes of the study</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

## Section II — Reading and Responding

### Part B

#### Question 10

*Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</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>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</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 information, ideas and/or opinions of the text (includes points)</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>	1–3

### Section III — Writing in Modern Greek

#### Question 11

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"><li>• Writes descriptively with well-selected information relevant to the demands of the task</li><li>• Demonstrates extensive knowledge and understanding of relevant and appropriate vocabulary, tense, adjectives, adverbs and syntax</li><li>• Manipulates language authentically and creatively to describe</li><li>• Sequences and structures information coherently and effectively</li></ul>	5–6
<ul style="list-style-type: none"><li>• Writes descriptively to meet the general requirements of the task</li><li>• Demonstrates a satisfactory knowledge and understanding of relevant vocabulary, tense, adjectives, adverbs and syntax</li><li>• Sequences and structures information effectively</li></ul>	3–4
<ul style="list-style-type: none"><li>• Demonstrates a limited understanding of the requirements of the task</li><li>• Demonstrates an elementary knowledge and understanding of relevant vocabulary, adjectives and adverbs with evidence of the influence of English syntax and vocabulary</li><li>• Demonstrates limited evidence of the ability to organise information</li></ul>	1–2

## Section III (continued)

### Question 12

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Manipulates language authentically and creatively to persuade, reflect and evaluate</li> <li>• Sequences and structures ideas and information coherently and effectively</li> </ul>	8–9
<ul style="list-style-type: none"> <li>• Demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax</li> <li>• Manipulates language with some degree of authenticity and creativity to persuade, reflect and evaluate</li> <li>• Sequences and structures ideas and information effectively</li> </ul>	6–7
<ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions in order to persuade, reflect and evaluate</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	4–5
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the task</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	2–3
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the requirements of the task</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words, set formulae and anglicisms to express information</li> </ul>	1

## 2007 HSC Modern Greek Extension Marking Guidelines — Written Examination

### Section I — Response to Prescribed Text Part A

#### Question 1 (a)

*Outcomes assessed: H2.3*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of what is being referred to in lines 6–7	2
• Demonstrates some understanding of what is being referred to in lines 6–7	1

#### Question 1 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the images mentioned in lines 31–34 and • Draws successfully a connection between them	3
• Identifies some images mentioned in lines 31–34 and draws some connection between them	2
• Provides some relevant information	1



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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of how the song reaches its climax</li><li>• Supports answer with references to music and voice</li></ul>	4
<ul style="list-style-type: none"><li>• Demonstrates some understanding of how the song reaches its climax</li><li>• Supports answer with references to music and voice</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

**Question 1 (d)***Outcomes assessed: H2.1, H2.2, H2.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Demonstrates a perceptive understanding of how effectively the issue of search for identity is explored in the song and in one other prescribed song</li><li>• Supports answer with a thorough discussion of the two songs</li></ul>	6
<ul style="list-style-type: none"><li>• Demonstrates a good understanding of how the issue of search for identity is explored in the song and one other prescribed song</li><li>• Supports answer with a good discussion of the two songs</li></ul>	4–5
<ul style="list-style-type: none"><li>• Provides a basic discussion between the two songs on the prescribed issue</li></ul>	2–3
<ul style="list-style-type: none"><li>• Provides some relevant information</li></ul>	1

## Section I — Response to Prescribed Text

### Part B

#### Question 2

*Outcomes assessed: H2.1*

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a perceptive and sensitive understanding of the prescribed text</li> <li>• Demonstrates flair and originality in the approach taken</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>	9–10
<ul style="list-style-type: none"> <li>• Demonstrates a comprehensive understanding of the prescribed text</li> <li>• Demonstrates some flair in the approach taken</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>	7–8
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the prescribed text</li> <li>• Demonstrates a satisfactory control of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the prescribed text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Writes within the parameters of the task</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the prescribed text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures</li> </ul>	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"><li>• Presents and develops a sophisticated, coherent argument, discussion or explanation</li><li>• Writes effectively and perceptively for a specific audience, purpose and context</li><li>• Demonstrates breadth and depth in the treatment of relevant ideas</li><li>• Writes with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure</li></ul>	13–15
<ul style="list-style-type: none"><li>• Presents and develops a coherent argument, discussion or explanation</li><li>• Writes effectively for a specific audience, purpose and context</li><li>• Demonstrates breadth and some depth in the use of relevant supporting material and examples</li><li>• Writes accurately using a range of vocabulary and sentence structures</li></ul>	10–12
<ul style="list-style-type: none"><li>• Attempts to present and develop a coherent argument, discussion or explanation</li><li>• Writes with some understanding of audience, purpose and context</li><li>• Supports points with relevant material and examples</li><li>• Writes using a range of vocabulary and sentence structures</li></ul>	7–9
<ul style="list-style-type: none"><li>• Presents some relevant information, opinions or ideas</li><li>• Demonstrates the use of appropriate supporting materials</li><li>• Demonstrates evidence of the use of complex sentences</li></ul>	4–6
<ul style="list-style-type: none"><li>• Presents some relevant information, opinions or ideas</li><li>• Communicates primarily in simple sentences or set formulae</li></ul>	1–3