

**2002 HSC Notes from
the Marking Centre
Modern Greek**

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2002 HSC NOTES FROM THE MARKING CENTRE

MODERN GREEK

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Modern Greek. It provides comments with regard to responses to the 2002 Higher School Certificate Examination, indicating the quality of candidate responses and highlighting the relative strengths and weaknesses of the candidature in each section and each question.

It is essential for this document to be read in conjunction with the relevant syllabus, the 2002 Higher School Certificate Examination, 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

Speaking Skills Examination

Section I – Reading Aloud

On the whole, most candidates read the reading passage well.

Words which presented a challenge were:

κτιριο, σπουδαια, αιθουσεσ, φιλοξενει and Καναδα which was not stressed.

Accentuation was the most common cause of mispronounced words.

Section II – Speaking Skills

Question 2

This question was generally well answered with both cues being addressed.

Question 3

Candidates responded mostly with ‘headache’ and ‘stomach ache’ as the ailment. Some failed to say that they were ill for a few days.

Question 4

In general candidates were quite comfortable with the topic ‘travel’.

Overall, Questions 3 and 4 allowed for greater differentiation between candidates.

Listening Skills Examination

Overall, candidates responded well. Questions 1, 2, 3, 4 eased them into the paper.

Questions 5(a), 6, 7, 9 (b) and 10 were good discriminators. In question 5(a), the subtle cue that was given by the word $\alpha\phi\omicron\upsilon$, was not picked up by many candidates with most opting for (c) as the correct answer (physiotherapist's room).

In Question 6, some candidates identified the holiday destinations but did not indicate the difference in their preferences.

In Question 7, candidates understood why he could not contact his work.

In Question 9 (b), a number of candidates simply narrated the script and did not directly answer the question.

In Question 10, the speaker's enthusiasm was not picked up as many candidates simply retold where the speaker went, etc. They did not mention the tone or the use of emotive language to reflect the speaker's enthusiasm.

Written Skills Examination

Reading

Some candidates used the food items in Question 1 in their Guided Dialogue.

Question 1

This question was answered well and proved to be a good opening text.

Question 2

2 (c) proved challenging for candidates in realising the 'responsibilities', as did 2 (d) with regard to 'advantages'.

Question 3

This was a more challenging passage.

Question 4

This question was handled well with detailed answers provided.

Question 5

This was answered well in most cases. 5(e) was a good discriminator. The more perceptive answers demonstrated a more global understanding, whereas the weaker responses simply listed the events.

Writing Skills

There was a clear preference for the Guided Dialogue (Question 6), with 23 candidates out of 32 attempting this question.

Most responses provided good, comprehensible Greek even though the spelling and syntax were problematic. Noun and adjective agreement, gender of nouns and verb and noun agreement were common problem areas.

Continuers

Written Examination

Section I – Listening and Responding

Questions 1-9

Generally the candidates responded well to the Listening and Responding Section of the paper. The examination paper allowed candidates to respond to a variety of questions, eg multiple choice, short answer.

A significant number of candidates had difficulty in answering questions relating to language devices and techniques, eg tone, voice, intonation and style of language.

Candidates need to have more practise at using the dictionary correctly.

Candidates need to practise answering ‘global type’ and ‘technique type’ questions, and not just focus on content related questions, eg ‘What evidence is there to suggest...?’, or ‘Who is being targeted by...?’, etc.

Section II – Reading and Responding

Part A (Questions 10 & 11)

Overall, the majority of the candidates demonstrated a good understanding of Questions 10 and 11. They conveyed information accurately and appropriately and were able to summarise and evaluate when necessary.

The majority of the candidates performed better in question 10, as opposed to question 11, which required more analysis and evaluation.

Most candidates answered question 10 (a) correctly, as they understood that Zoe was a victim of the fire and that she saved her neighbour’s life. In question 10 (b) a number of candidates were able to respond to why Zoe was making a diary entry at school.

Most candidates were able to demonstrate a perceptive insight into Zoe’s personality in question 10 (c). In question 10 (d) the majority of candidates showed a broad understanding of the way that

panic was conveyed with detailed references to the text (ie strong images, appropriate language used). The weaker candidates simply retold the story.

Question 11 proved to be more challenging. Question 11 (a) proved to be a good multiple choice question as it required a global understanding of the whole passage. Most candidates responded correctly and understood that Alexander was a person with a social conscience.

In Question 11 (b) the majority of candidates identified the reasons the delegates attended the conference and the social issues discussed.

In Question 11 (c) most candidates demonstrated a comprehensive understanding of the text by providing references to the bonds of friendship developed on a personal level, eg Alexander showed the delegates the sights of Sydney.

In Question 11 (d) the majority of the candidates demonstrated a perceptive understanding of the atmosphere created in the stadium with detailed references to the text.

Question 11 (e) proved to be challenging as only the more able candidates demonstrated an understanding of the meaning of *αγανακτισμενος φιλαθλος*, ie that Alexander is a frustrated lover of sport who condemns violence in sport and is worried about the direction sport is taking. The weaker candidates simply outlined the events that occurred at the soccer match.

Part B (Question 12)

The topic was familiar to candidates and relevant to their learning experiences. Most candidates responded satisfactorily. The majority of candidates responded to some of the information and ideas provided in the text.

Candidates need to practise using the stimulus text to their advantage, when responding to the task.

Candidates need to practise their skills in using dictionaries.

Candidates need to refine their skills in sentence structure, ie correct use of syntax, agreement between articles and nouns and adjectives, as well as the correct use of cases eg'η προαστειο, το Σαββατοκυριακο, ο φθινοπωρος, παιδικους χαρα

Section III – Writing in Modern Greek

Questions 13a and 13b

Question 13 (a) was the more popular of the two. Overall, candidates responded satisfactorily to the questions and most candidates showed an understanding of the requirements of the task. Candidates who performed well demonstrated extensive knowledge and understanding of relevant vocabulary, and managed to compose a descriptive and coherent text with a degree of grammatical and syntactical accuracy. Candidates who scored average marks presented their ideas coherently, with some grammatical and syntactical inaccuracies.

The most common inaccuracies can be categorised into the following groups: anglicisms, vocabulary, morphology/grammar and syntax.

Anglicisms

- Περιμενει για ταξι
- Τη χρονια δωδεκα
- Εγινε μεθυσμενος

Vocabulary

It was observed that a significant number of candidates used certain terms that were grammatically incorrect and in the wrong context.

- Θελει την ανεξαρτια της
- Ειμαι σαν εμπιστοσυνη φιλη

Morphology/Grammar

Nouns : gender

- μια χτιριο
- ο τελος
- μια μηνα
- ενα εβδομαδα

Case

vocative: Αγαπητε μου Μαρια

accusative: Οι φασαριες στο σπιτι δεν τις αντεχει αλλο
Πηρα ενα γραμμα απο το Γιαννης

Adjectives: gender

- οι φιλες που βρισκεις ειναι υπεροχα
- η ωρες μας ειναι παρα πολλα διαφορετικα
- η πιο καλυτερη μου φιλη

Verbs: tense

- Αμα θα εφυγε απο το σπιτι
- δεν μπορει να το αντεχει αλλο
- οι γονεις της δεν την εμπιστευουν
- επρεπα να παω
- υπαρχει ομαδες

Syntax

A significant number of candidates encountered some difficulty in identifying parts of a clause (ie subject, direct object, possessor, addressee, etc). This led to inaccuracies in the application of the case and in the use of verbs.

Eg

- εφυγα να δω η Αννα
- μου κοβει η καρδια
- της ρωτησα

Questions 14(a) and 14(b)

The majority of candidates attempted Question 14 (b). The candidates who attempted Question 14 (b) tended to be very descriptive rather than evaluative.

Candidates who attempted Question 14 (a) tended to be more creative (both thematically and stylistically) and used arguments in order to substantiate their views.

The overall performance of candidates in questions 14 (a) & 14 (b) was average – candidates seemed to perform better in questions 13 (a) & 13 (b).

Responses to these questions reflected difficulties in the following areas:

Anglicisms

- πριν να το ξερουμε αρχισε
- η ταξη του 2002 βγηκε εξω με στυλ
- ολα τα παιδια ειχαν καλη ωρα
- να παρετε την ευκαιρια να πατε και να δειτε λιγη Ελλαδα

Some examples of errors when using the dictionary

- Και για ερημος ειχαμε παγωτο με φρουτα
- η αποψη τουν λιμανιου ηταν υπεροχη
- η ωρα περασε απροσεχτη

Morphology/Grammar

- μερικες μηνες
- τα προετοιμασιες
- η ταξη της τριτης Λυκειου ειχανε το τελικο τους χορο
- Αγαπητε Αλεξανδρα
- ολοι οι μαθητοι
- το πιο καλυτερο χορο του χρονου
- ολοι αρχισαν να χορευουν
- πρεπω να σας πω

Syntax

- Σας ενθαρρυνω ολοι να αποφασισετε
- τις κοπελες ντυθηκαν
- την ατμοσφαιρα ηταν 'ηλεκτρικη'

Oral Examination

Conversation

Most candidates were able to talk about aspects of their personal world. The majority of candidates came to the examination adequately prepared to respond to the questions posed.

Candidates were able to display their ability to converse on a variety of topics within their personal world, thus showing that they have met the syllabus outcomes.

The more capable candidates were able to exhibit spontaneity, breadth and sophistication of vocabulary and sentence structure in their responses.

Some weaknesses displayed included inaccurate case agreement and sentence structure, ie η οικογενεια μου ειναι πολυ σφιχτη (our family is very close).

Candidates did not display adequate preparation in assumed knowledge, eg the ability to discuss the subjects they have been studying at school. They used simplistic language to describe their family and friends.

Extension

Written Examination

Section I

Response to the prescribed text

Part A

Candidates responded well to the five questions asked. The majority of answers demonstrated a thorough understanding of the six prescribed songs and the relationship between these and the prescribed issues.

Question 1

- (a) While most candidates were able to talk about the symbolic significance of ετοιρια, a significant number simply translated the word without offering an adequate discussion.

- (b) Most candidates were able to demonstrate a basic knowledge of the lotus-eaters in the mythological context. However, few were able to expand their discussion to include the modern day ‘lotus- eaters’.
- (c) The majority of candidates demonstrated a sound knowledge of the myth of Odysseus and were able to provide detail in relation to the modern day connections. Many candidates, however, discussed either the myth or the modern hero.
- (d) The majority of candidates focused solely on the issue of overcoming adversity rather than addressing both issues mentioned in the question. Many were able to express the interlocking of the two issues. Some candidates made general statements without providing examples from the song, or without making reference to the last two verses of the song.
- (e) Most candidates demonstrated a thorough knowledge of the song’s lyrics and were able to provide insightful comments about the music. However, some candidates did not discuss the mood or the refrain, but rather analysed the song as a whole.

Response to the prescribed text

Part B

Question 2

The majority of the candidates demonstrated a perceptive and sensitive understanding of the prescribed text. They organised their ideas effectively and generally met the requirements of the task.

Most candidates showed good language skills and used sophisticated vocabulary and expressions.

The more capable candidates referred to issues raised in the prescribed text such as εκμεταλλευση, παγκοσμιοποιηση, Αμερικανικη επιρροη, απληστια, ρυπανση κτλ.

However, some candidates had difficulties expressing their ideas effectively in Greek, as a result of poor language skills and incorrect sentence structure, as well as unsophisticated vocabulary.

The majority of candidates responded in the correct text type (ie script of a conversation), and met the word limit.

Overall, the majority of candidates made a serious and successful attempt at answering this question.

Section II – Writing in Modern Greek

Questions 3 and 4

Question 4 was favoured by most candidates and overall was handled well. The text type was evident in every case.

Question 3, however, required the candidates to demonstrate a sound knowledge of the appropriate vocabulary.

Vocabulary: candidates need guidance in the use of the dictionaries. In some cases candidates copied words from the dictionary, without changing it appropriately for the context, eg

- Παιδια με αφθονους γονεις
- Τα ναρκωτικα εχουν μεγαλες συμπτωσεις στο ανθρωπο
- Οι προσφυγοι
- Ηταν δυσκολο να συγκοινωνησει

Anglicisms

- σημερα ημουν διαλεγμενη να μιλησω
- να ειστε στα δικα τους τα παπουτσια
- αισθανονται μεσα

Morphology

- του προσφυγου
- τα κρατοι
- ο προσφυγας διαφερουν απο μεταναστες

Syntax

- μεταξυ..
- θα τον εκμεταλλευει..
- οι κινδυνοι που υπαρχει οταν..

Verbs

(candidates confused the active and passive voice)

- μεταχειριζει τον καινουριο υπαλληλο
- οι μεταναστες εκμεταλλευουν απο τους αφεντικους..

Many common expressions were known to candidates phonetically, but were used incorrectly in the texts.

- παραδεματος μοσχαρη
- προτα πολα

Oral Examination

General comments

- Overall, the responses were relatively strong
- Most candidates presented and developed a coherent argument, using examples to substantiate their claims
- Some candidates displayed fluency, using a satisfactory range of vocabulary and relatively sophisticated concepts and themes
- Some candidates encountered difficulty in linking their ideas to the question.

Specific comments

Observations with regard to the overall performance of candidates can be divided into 4 sections:

Anglicisms

- οι ωρες αλλαζουν
- να εχει καλη ωρα
- κανω αποφασεις
- παιρνω δουλεια
- καλη εκπαιδευση

Vocabulary

A significant number of candidates used ‘stock’ expressions in the right context, though they were not always syntactically correct.

eg συμπερασματικα

Morphology/Grammar

A number of candidates displayed weakness in the following areas:

- (f) nouns – gender, case
 - ο ενας ατομος
 - του κρατους
 - να παρουν τα βαθμοι
 - η νεολαια εχουν
- (g) adjectives – gender, degree
 - η ζωη μου ειναι ευκολα
 - οταν εχεις μικαρα αδερφες
 - πιο ευκολοτερο
- (h) verbs – agreement, linking verbs
 - να αναπτυξει ως ανθρωπος
 - γινομαστε ανθρωπους
 - ειναι στην αρχη

- (i) prepositions
- να μιλας με αλλα ξενοι
 - μεταξυ ολους μας

Syntax

Some candidates displayed difficulty in using the case system correctly.

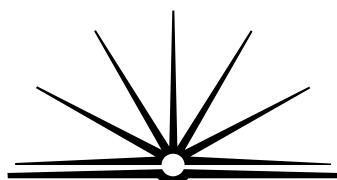
eg να παρουν βαθμοι.

Modern Greek Beginners

2002 HSC Examination Mapping Grid

| Question | Marks | Content (Theme/Topic — Text Type) | Syllabus outcomes |
|----------------------------------|-------|---|---|
| Section 1 Reading Aloud | 10 | Reading Aloud School life | H2.4 |
| Section II — Speaking | | | |
| | 2 | Communicating by phone | H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7 |
| | 3 | Appointment at the doctors surgery | H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7 |
| | 5 | Talking to a friend about a recent holiday | H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7 |
| Listening and Responding | | | |
| 1 | 1 | Shopping(spot special) Announcement | H3.1 |
| 2 (a) | 1 | Professions and Phone Numbers | H3.1 |
| 2 (b) | 1 | Telephone Message | H3.1 |
| 3 | 2 | Restaurant and food Dialogue | H3.1 |
| 4 | 2 | Animal – Rescue Operation News item | H3.1 |
| 5 (a) | 1 | Leisure Activities | H3.1 |
| 5 (b) | 2 | Dialogue | H3.1 |
| 6 | 3 | Holidays and Relationships with parents – Dialogue | H3.1 |
| 7 | 3 | Holiday and Weather Dialogue | H3.1 |
| 8 | 1 | Lifestyle Advertisement | H3.1 |
| 9 (a) | 1 | School and Study | H3.1 |
| 9 (b) | 3 | Dialogue | H3.1 |
| 10 | 4 | Travel Experiences Monologue | H3.1 |
| Reading and Responding Section I | | | |
| 1 (a) | 1 | Celebration/Entertainment | H3.1 |
| 1 (b) | 1 | Celebration/Entertainment | H3.1 |
| 1 (c) | 2 | Celebration/Entertainment | H3.1 |
| 2 (a) | 1 | Education | H3.1 |
| 2 (b) | 1 | Education | H3.1 |
| 2 (c) | 2 | Education | H3.1 |
| 2 (d) | 3 | Education | H3.1 |
| 3 (a) | 1 | Lifestyle | H3.1 |
| 3 (b) | 2 | Lifestyle | H3.1 |

| Question | Marks | Content (Theme/Topic — Text Type) | Syllabus outcomes |
|----------------------------------|--------------|---|------------------------------------|
| 3 (c) | 2 | Lifestyle | H3.1 |
| 3 (d) | 4 | Lifestyle | H3.1 |
| 4 (a) | 2 | Friendship (Youth issues) | H3.1 |
| 4 (b) | 2 | Friendship (Youth issues) | H3.1 |
| 4 (c) | 4 | Friendship (Youth issues) | H3.1 |
| 4 (d) | 4 | Friendship (Youth issues) | H3.1 |
| 5 (a) | 1 | Social and Cultural Events | H3.1 |
| 5 (b) | 1 | Social and Cultural Events | H3.1 |
| 5 (c) | 3 | Social and Cultural Events | H3.1 |
| 5 (d) | 3 | Social and Cultural Events | H3.1 |
| 5 (e) | 5 | Social and Cultural Events | H3.1 |
| Section II—Writing Skills | | | |
| 6 | 10 | Guided dialogue (ordering food in a restaurant) | H2.1, H2.2, H2.3, H2.5, H2.7, H2.8 |
| 7 | 10 | Letter (house) | H2.1, H2.2, H2.3, H2.5, H2.7, H2.8 |
| 8 | 10 | Composition (School life) | H2.1, H2.2, H2.3, H2.5, H2.7, H2.8 |
| 9 | 10 | Dialogue (Friendship) | H2.1, H2.2, H2.3, H2.5, H2.7, H2.8 |



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

2002 HSC Modern Greek Beginners Marking Guidelines — Speaking Skills

Section I — Reading Aloud

Question 1

Outcomes assessed: H2.4

MARKING GUIDELINES

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">• Communicates confidently and fluently with correct intonation and pronunciation• Competently and accurately recognises Modern Greek script and rules of accentuation | 9–10 |
| <ul style="list-style-type: none">• Demonstrates good oral reading skills, with some minor inaccuracies | 7–8 |
| <ul style="list-style-type: none">• Reads coherently, but pauses regularly, with some repetitions and mispronunciations | 5–6 |
| <ul style="list-style-type: none">• Demonstrates basic recognition of Modern Greek script• Regularly pauses, repeats words/phrases and mispronounces Greek• Has some difficulties with diphthongs and some letters | 3–4 |
| <ul style="list-style-type: none">• Demonstrates limited recognition of Modern Greek script• Frequently hesitates and makes errors in pronunciation• Confuses use of diphthongs and letters and frequently uses anglicisms | 1–2 |

Section II — Speaking Skills

Question 2

Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Uses Greek appropriately to convey the meaning of the cues | 2 |
| • Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Greek | 1 |

Question 3

Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

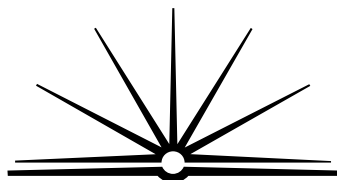
| Criteria | Marks |
|--|-------|
| • Uses Greek appropriately to convey the meaning of the cues | 3 |
| • Demonstrates an appropriate range of language and structures | |
| • Uses Greek to convey the meaning of most of the cues | 2 |
| • Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Greek | 1 |

Question 4

Outcomes assessed: H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Uses Greek effectively and fluently to convey the meaning of the cues | 5 |
| • Demonstrates control of complex Greek structures | |
| • Uses Greek appropriately to convey the meaning of most of the cues | 3–4 |
| • Demonstrates an appropriate range of language and structures | |
| • Uses basic Greek to convey the meaning of some of the cues | 2 |
| • Conveys the gist of some of the cues in comprehensible, but not necessarily accurate Greek | 1 |



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

2002 HSC Modern Greek Beginners Marking Guidelines — Listening Skills

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|-----------------|--------------|
| • (B) | 1 |

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|-----------------|--------------|
| • (C) | 1 |

Question 2 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|-----------------|--------------|
| • 738 5067 | 1 |

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

| Criteria | Marks |
|---------------------------|--------------|
| • Identifies two features | 2 |
| • Identifies one feature | 1 |

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

| Criteria | Marks |
|---|--------------|
| • Identifies the nature of the announcement and gives background information with some detail | 2 |
| • Identifies one aspect of announcement | 1 |

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

| Criteria | Marks |
|-----------------|--------------|
| • (D) | 1 |

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

| Criteria | Marks |
|--|--------------|
| • Identifies the reason for going to the pool with some detail | 2 |
| • Conveys a basic understanding of her reasons for going to the pool | 1 |

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

| Criteria | Marks |
|--|--------------|
| • Clearly identifies the different holiday preferences of both people giving relevant detail | 3 |
| • Identifies the different holiday preferences of both people giving some detail | 2 |
| • Identifies one aspect of a holiday preference | 1 |

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

| Criteria | Marks |
|--|--------------|
| • Identifies the reasons preventing him from going to work with detail | 3 |
| • Identifies a reason preventing him from going to work with some detail | 2 |
| • Demonstrates limited understanding of why he did not go to work | 1 |

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

| Criteria | Marks |
|-----------------|--------------|
| • (A) | 1 |

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

| Criteria | Marks |
|-----------------|--------------|
| • (C) | 1 |

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

| Criteria | Marks |
|---|--------------|
| • Demonstrates a good understanding of the suggestions she makes | 3 |
| • Demonstrates an understanding of the suggestions she makes | 2 |
| • Demonstrates a limited understanding of the suggestions she makes | 1 |

Question 10*Outcomes assessed: H3.1***MARKING GUIDELINES**

| Criteria | Marks |
|---|--------------|
| • Demonstrates a global understanding of the positive aspects of the trip • Supports answer with detailed references from the text | 4 |
| • Demonstrates a sound understanding of some positive aspects of the trip • Provides supporting references from the text | 3 |
| • Demonstrates partial understanding of some positive aspects of the trip • Minimal references from the text | 2 |
| • Demonstrates limited understanding of speaker's enthusiastic reaction to the trip | 1 |

2002 HSC Modern Greek Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|----------|-------|
| • (D) | 1 |

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|----------|-------|
| • (B) | 1 |

Question 1 (c)

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Fully understands where the proceeds are going | 2 |
| • Demonstrates a limited understanding of where the proceeds will go | 1 |

Question 2 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

| Criteria | Marks |
|-----------------|--------------|
| • (C) | 1 |

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

| Criteria | Marks |
|-----------------|--------------|
| • (D) | 1 |

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

| Criteria | Marks |
|---|--------------|
| • Demonstrates a clear understanding of the responsibilities to the children and the household in general | 2 |
| • Demonstrates a limited understanding of the responsibilities involving either the children OR the household tasks | 1 |

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

| Criteria | Marks |
|---|--------------|
| • Demonstrates a full understanding of the advantages relating to travel, language improvement and a Greek experience | 3 |
| • Demonstrates some understanding of advantages related to two of the above areas ie travel, language, Greek experience | 2 |
| • Demonstrates limited understanding of one area of advantage | 1 |

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

| Criteria | Marks |
|--|--------------|
| • Identifies the correct location as a northern suburb of Sydney | 1 |

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

| Criteria | Marks |
|--|--------------|
| • Understands that Stavros gave her first aid AND called emergency | 2 |
| • Only identifies one detail of the help he gave Jessica | 1 |

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

| Criteria | Marks |
|---|--------------|
| • Understands that Stavros provides both the number plate AND a description of the driver | 2 |
| • Identifies one detail of the help he gave police | 1 |

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

| Criteria | Marks |
|--|--------------|
| • Provides a perceptive analysis of Stavros' character with examples | 4 |
| • Provides adequate analysis of Stavros' character with examples | 3 |
| • Identifies basic aspects of his character | 2 |
| • Identifies an aspect of his character | 1 |

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

| Criteria | Marks |
|---|--------------|
| • Correctly identifies Fotis as both columnist AND an adviser to troubled youth | 2 |
| • Identifies only one aspect of his role | 1 |

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

| Criteria | Marks |
|---|--------------|
| • Identifies aspects relating to the nature of their friendship | 2 |
| • Identifies an aspect of their friendship | 1 |

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

| Criteria | Marks |
|--|--------------|
| • Identifies physical, emotional and social aspects of his change with supporting examples | 4 |
| • Identifies some of the above aspects of change with supporting examples | 2–3 |
| • Lists some changes – no examples | 1 |
| OR | |
| • Only deals with one of the above aspects of change | |

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

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">• Demonstrates a perceptive understanding of the advice given• Provides details of advice with reference to text | 4 |
| <ul style="list-style-type: none">• Demonstrates a good understanding of the advice given• Provides details of some advice given | 3 |
| <ul style="list-style-type: none">• Demonstrates a basic understanding of the advice given with some reference to text | 2 |
| <ul style="list-style-type: none">• Demonstrates a limited understanding of the advice given | 1 |

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

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">• Identifies the organiser as the Athens 2004 Olympic Organising Committee | 1 |

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

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">• Correctly identifies the 2004 Paralympic Athletes as the beneficiaries of the proceeds | 1 |

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

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">• Identifies the main features of the photographic exhibition | 3 |
| <ul style="list-style-type: none">• Identifies some of the main features | 2 |
| <ul style="list-style-type: none">• Identifies one feature | 1 |

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

| Criteria | Marks |
|--|--------------|
| • Provides detailed evidence of popularity of event | 3 |
| • Provides some details of the event's popularity | 2 |
| • Provides basic evidence of the popularity of event | 1 |

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

| Criteria | Marks |
|---|--------------|
| • Demonstrates a clear understanding of the different features of the intercultural experience and refers to both events including relevant details | 5 |
| • Demonstrates a good understanding of the different features of the intercultural experience and refers to both events with some detail | 4 |
| • Demonstrates an understanding of the different features of the intercultural experience and refers to both events | 3 |
| • Demonstrates a basic understanding of both events | 2 |
| • Identifies one relevant aspect of either event | 1 |

Section II — Writing Skills

Question 6

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

MARKING GUIDELINES

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

Section II (continued)

Question 7, 8, 9

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

MARKING GUIDELINES

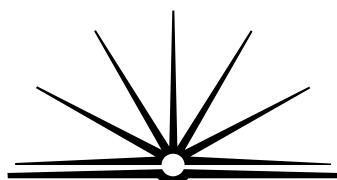
| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none"> • Presents and develops relevant information, ideas and/or opinions • Demonstrates a wide range of vocabulary and language structures • Demonstrates a high degree of accuracy with only minor errors • Sequences and structures ideas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

Modern Greek Continuers

2002 HSC Examination Mapping Grid

| Question | Marks | Content (Theme/Topic — Text Type) | Syllabus outcomes |
|---|-------|--|------------------------|
| Oral Examination | | | |
| | 20 | Conversation Covering student's personal world | H1.1, H1.2, H1.3, H1.4 |
| Written Examination | | | |
| Section I — Listening and Responding | | | |
| 1 | 1 | People and events—Narrative account | H3.1 |
| 2 | 1 | World of work — Dialogue | H3.1 |
| 3 | 2 | Youth issues — Announcements | H3.1 |
| 4 | 2 | Personal identity — Narrative account | H3.1 |
| 5 (a) | 1 | Relationships — Message | H3.1 |
| 5 (b) | 2 | Relationships — Message | H3.1 |
| 6 (a) | 1 | Relationships — Advertisement | H3.1 |
| 6 (b) | 2 | Relationships — Advertisement | H3.1 |
| 7 | 3 | Relationships and special traditions — Speech | H3.1 |
| 8 (a) | 1 | People and events — Special traditions — Announcements | H3.1 |
| 8 (b) | 3 | People and events/Special traditions — Announcement | H3.1 |
| 9 (a) | 1 | The school experience/Youth issues — dialogue | H3.1 |
| 9 (b) | 5 | The school experience/Youth issues — dialogue | H3.1, H3.2 |

| | | | |
|--|----|-------------------------------------|------------------------------|
| Written Examination | | | |
| Section II — Reading and Responding | | | |
| Part A | | | |
| 10 (a) | 1 | Personal identity — Diary entry | H3.1 |
| 10 (b) | 2 | Personal identity — Diary entry | H3.1 |
| 10 (c) | 2 | Personal identity — Diary account | H3.1, H3.2 |
| 10 (d) | 4 | Personal identity — Diary account | H3.1, H3.2 |
| 11 (a) | 1 | Youth issues — Letter to the editor | H3.1 |
| 11 (b) | 3 | Youth issues — Letter to the editor | H3.1 |
| 11 (c) | 3 | Youth issues — Letter to the editor | H3.1, H3.2 |
| 11 (d) | 4 | Youth issues — Letter to the editor | H3.1, H3.2 |
| 11 (e) | 5 | Youth issues — Letter to the editor | H3.1, H3.2 |
| Written Examination | | | |
| Section II — Reading and Responding | | | |
| Part B | | | |
| 12 | 15 | Lifestyle — Article/Report | H1.2, H1.3, H1.4, H3.1, H3.2 |
| Written Examination | | | |
| Section III — Writing in Modern Greek | | | |
| 13 (a) | 6 | Relationships — Note | H2.1, H2.2, H2.3 |
| 13 (b) | 6 | The School Experience — Letter | H2.1, H2.2, H2.3 |
| 14 (a) | 9 | People and events — Speech/Talk | H2.1, H2.2, H2.3 |
| 14 (b) | 9 | Special traditions — Article | H2.1, H2.2, H2.3 |



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

2002 HSC Modern Greek Continuers Marking Guidelines — Oral Examination

Conversation

Outcomes assessed: H1.1, H1.2, H1.3, H1.4

MARKING GUIDELINES

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">• Communicates confidently and fluently with correct intonation and pronunciation• Demonstrates depth of the treatment through the presentation of relevant information, opinions and/or comment• Responds with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure | 17–20 |
| <ul style="list-style-type: none">• Communicates effectively, with some degree of fluency and authenticity• Responds with relevant information and a range of relevant opinions and/or comment• Responds with a range of vocabulary and structures, but with some minor inaccuracies | 13–16 |
| <ul style="list-style-type: none">• Maintains satisfactory communication with some degree of fluency but with repetition and inaccuracies in grammar and vocabulary• Responds with relevant information and opinions | 9–12 |
| <ul style="list-style-type: none">• Maintains a basic level of communication using simple structures and vocabulary with frequent pauses and errors• Presents some relevant information, opinions or ideas | 5–8 |
| <ul style="list-style-type: none">• Responds with a limited range of ideas and information relating to the topic using single words and set formulae, and using anglicisms and English syntax | 1–4 |

2002 HSC Modern Greek Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|----------|-------|
| • (B) | 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 clear understanding of why the concert has been postponed | 2 |
| • Refers to either the postponement of the concert or the poor weather conditions | 1 |

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

| Criteria | Marks |
|--|--------------|
| • Demonstrates a clear understanding of Tzatziki's dream | 2 |
| • Demonstrates a limited understanding of this dream | 1 |

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

| Criteria | Marks |
|---|--------------|
| • Demonstrates a clear understanding of the reason behind Eleni's state of panic with at least two references to the text | 2 |
| • Demonstrates a limited understanding of the situation Eleni is in | 1 |

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

| Criteria | Marks |
|---|--------------|
| • Correctly identified the telephone number | 1 |

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

| Criteria | Marks |
|-------------------------------|--------------|
| • Identifies the target group | 1 |

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

| Criteria | Marks |
|--|--------------|
| • Identifies the main differences between the two islands mentioned with supporting evidence from the text | 2 |
| • Provides a limited understanding of the main differences between the two islands | 1 |

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

| Criteria | Marks |
|--|--------------|
| • Identifies and conveys the parameters of their friendship with some relevant detail | 3 |
| • Identifies and conveys some evidence of the bonds of friendship | 2 |
| • Identifies and conveys a basic understanding of the bonds of friendship with two details from the text | 1 |

Question 8 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

| Criteria | Marks |
|-----------------|--------------|
| • (C) | 1 |

Question 8 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

| Criteria | Marks |
|---|--------------|
| • Demonstrates a good understanding of what the museum offers with most relevant detail | 3 |
| • Demonstrates some understanding of what the museum offers with some relevant detail | 2 |
| • Identifies one aspect of what the museum offers | 1 |

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

| Criteria | Marks |
|--|--------------|
| • Identifies father's concern about his daughter's late arrival home | 1 |

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

| Criteria | Marks |
|--|--------------|
| • Perceptively analyses and evaluates the text including tone and style of language used. Provides detailed examples from the text | 5 |
| • Demonstrates an understanding of most issues raised with some reference to language/tone/style | 4 |
| • Demonstrates an understanding of some issues raised with limited reference to language/tone/style | 3 |
| • Demonstrates a limited understanding of some issues raised with one reference to language/tone/style | 2 |
| • Demonstrates basic understanding of EITHER one issue or language/tone | 1 |

Section II — Reading and Responding

Part A

Question 10 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|----------|-------|
| • (B) | 1 |

Question 10 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| • Demonstrates a comprehensive understanding of the reason | 2 |
| • Demonstrates some understanding of the text by providing one of the details mentioned in the sample answer | 1 |

Question 10 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Demonstrates a perceptive insight into the main characteristics of Zoe's personality by providing detailed evidence from the text | 2 |
| • Demonstrates a superficial understanding of her character by simply linking adjectives with no detail | 1 |

Question 10 (d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

| Criteria | Marks |
|--|--------------|
| • Demonstrates a perceptive and broad understanding of the way that panic is conveyed with detailed references to the text | 4 |
| • Demonstrates some understanding of the way panic is conveyed with three references to the text | 3 |
| • Demonstrates a basic appreciation of the elements of panic supported with two references to text | 2 |
| • Provides at least one relevant reference to the text | 1 |

Question 11 (a)*Outcomes assessed: H3.1***MARKING GUIDELINES**

| Criteria | Marks |
|-----------------|--------------|
| • (D) | 1 |

Question 11 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

| Criteria | Marks |
|--|--------------|
| • Identifies the nature of the delegates attending the conference and the social issues discussed with detailed references to the text | 3 |
| • Identifies the nature of the delegates with some discussion of purpose | 2 |
| • Identifies either the nature of delegates or mentions purpose of the conference | 1 |

Question 11 (c)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Demonstrates a comprehensive understanding of the text by providing references to the bonds of friendship on a broad-scale and personal level | 3 |
| • Demonstrates an understanding of the text by referring to bonds developed with some detail | 2 |
| • Demonstrates a limited understanding of how bonds developed either on a broad scale or on a personal level | 1 |

Question 11 (d)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Demonstrates a perceptive understanding of the atmosphere created in the stadium with detailed references to the text | 4 |
| • Demonstrates an understanding of the atmosphere created in the stadium with some reference to the text | 2–3 |
| • Demonstrates limited understanding of the atmosphere | 1 |

Question 11 (e)

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

| Criteria | Marks |
|---|-------|
| • Demonstrates an understanding of the meaning of “aganaktismevno” by providing three detailed references to the text | 5 |
| • Explains the meaning of “aganaktismevno" fivlaqlo” • Provides two detailed references to the text | 4 |
| • Demonstrates an understanding of Alexander’s disillusionment by listing three examples from the text | 3 |
| • Demonstrates some understanding of Alexander’s concerns by citing two examples from the text | 2 |
| • Demonstrates limited understanding with one superficial example from the text | 1 |

Section II — Reading and Responding

Part B

Question 12

Outcomes assessed: H1.2, H1.3, H1.4, H3.1, H3.2

MARKING GUIDELINES

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

Section III — Writing in Modern Greek

Question 13

Outcomes assessed: H2.1, 2.2, H2.3

MARKING GUIDELINES

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

Section III (continued)

Question 14

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

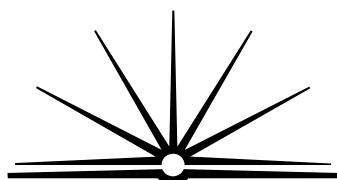
MARKING GUIDELINES

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

Modern Greek Extension

2002 HSC Examination Mapping Grid

| Question | Marks | Content (Theme/Topic — Text Type) | Syllabus outcomes |
|--|-------|---------------------------------------|-------------------|
| Oral examination | | | |
| 1 | 5 | Overcome adversity Monologue | H1.1, H1.2 |
| 2 | 5 | The Concept of Journey — Monologue | H1.1, H1.2 |
| 3 | 5 | Search For Identity — Monologue | H1.1, H1.2 |
| Section I: Written Examination | | | |
| Part A | | | |
| 1a | 1 | The Concept of Journey | H2.1, H2.2, H2.3 |
| 1b | 2 | The Concept of Journey | H2.1, H2.2, H2.3 |
| 1c | 3 | The Concept of Journey | H2.1, H2.2, H2.3 |
| 1d | 4 | The Concept of Journey | H2.1, H2.2, H2.3 |
| 1e | 5 | The Concept of Journey | H2.1, H2.2, H2.3 |
| Part B | | | |
| 2 | 10 | Everything Seems Magical | H2.1, H2.3 |
| Section II: Writing in Modern Greek | | | |
| 3 | 15 | Overcoming Adversity — Article | H1.1, H1.2 |
| 4 | 15 | Concept of Journey — Talk | H1.1, H1.2 |



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

2002 HSC Modern Greek Extension Marking Guidelines — Oral Examination

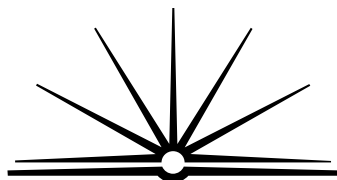
Monologue

Questions 1–3

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

| Criteria | Marks |
|--|-------|
| <ul style="list-style-type: none">• Presents and develops a sophisticated, coherent argument• Demonstrates breadth and depth in the treatment of relevant ideas and information• Communicates confidently and fluently with correct intonation and pronunciation• Communicates with a high level of grammatical accuracy, and breadth and sophistication of vocabulary and sentence structure | 5 |
| <ul style="list-style-type: none">• Presents and develops a coherent argument• Demonstrates breadth and some depth in the use of relevant ideas and information• Communicates effectively, with some degree of fluency and authenticity• Communicates with a range of vocabulary, language structures and complex sentences, but with some inaccuracies of expression or syntax | 4 |
| <ul style="list-style-type: none">• Attempts to present and develop a coherent argument• Supports the argument with a range of relevant examples• Communicates with some degree of fluency, but with repetition and inaccuracies in grammar and vocabulary | 3 |
| <ul style="list-style-type: none">• Attempts to present an argument using some relevant information or ideas with limited fluency of presentation• Communicates using simple sentences and language structures and a limited vocabulary with pauses and errors | 2 |
| <ul style="list-style-type: none">• Communicates some relevant information or ideas with pauses and repetitions• Communicates using simple sentences and language structures, set formulae, limited vocabulary with evidence of English syntax and vocabulary | 1 |



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

2002 HSC Modern Greek Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text Part A

Question 1 (a)

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

MARKING GUIDELINES

| Criteria | Marks |
|---|--------------|
| • Provides one relevant interpretation of the symbolism of 'etairiva' | 1 |

Question 1 (b)

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

MARKING GUIDELINES

| Criteria | Marks |
|---|--------------|
| • Identifies the mythological connection and relates it to the modern day equivalent of the 'lotus eaters' | 2 |
| • Discusses the mythological reference only or demonstrates a very limited understanding of the modern day connection | 1 |

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

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">• Demonstrates knowledge of the myth of Odysseas• Demonstrates knowledge of the struggles of the modern day hero• Discusses the connection between Odysseas and the modern day hero of the song | 3 |
| <ul style="list-style-type: none">• Demonstrates some knowledge of the above points | 2 |
| <ul style="list-style-type: none">• Demonstrates limited knowledge of the above points | 1 |

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

| Criteria | Marks |
|--|--------------|
| <ul style="list-style-type: none">• Demonstrates a perceptive understanding of the exploration of the two issues with close reference to the text• Supports the answer with a perceptive analysis of the issues using examples for each issue | 4 |
| <ul style="list-style-type: none">• Demonstrates some understanding of the exploration of the two issues with close reference to the text• Supports the answer with reference to relevant examples from the song | 2–3 |
| <ul style="list-style-type: none">• Provides some general information about either the last two verses or the two issues | 1 |

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

| Criteria | Marks |
|---|--------------|
| <ul style="list-style-type: none">• Analytical comparison between chorus/refrain and rest of song• Discussion must include a reference to at least music, language, imagery• Provides relevant examples | 5 |
| <ul style="list-style-type: none">• Adequate comparison between refrain and rest of song• Discussion must include reference to at least two elements well developed• Provides relevant examples | 4 |
| <ul style="list-style-type: none">• Basic comparison between refrain and rest of song• Good discussion of refrain referring to at least two elements with examples | 3 |
| <ul style="list-style-type: none">• Some analysis of refrain• Provides examples to support answer | 2 |
| <ul style="list-style-type: none">• Demonstrates a limited understanding of the refrain | 1 |

Section I — Response to Prescribed Text

Part B

Question 2

Outcomes assessed: H2.1, H2.3

MARKING GUIDELINES

| 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 3–4

Outcomes assessed: H1.1, H1.2

MARKING GUIDELINES

| 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 |