

**2005 HSC Notes from  
the Marking Centre  
Modern Greek**

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# 2005 HSC NOTES FROM THE MARKING CENTRE

## MODERN GREEK

### Introduction

This document has been produced for the teachers and candidates of Stage 6 courses in Modern Greek. It provides comments with regard to responses to the 2005 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.

This document should be read along with the relevant syllabus, the 2005 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

Overall, candidates performed quite well in both Reading Aloud and Speaking Skills and the texts enabled candidates to demonstrate their ability.

#### Section I – Reading Aloud

Most candidates demonstrated good oral reading skills with some minor inaccuracies. They were able to communicate fluently and authentically with correct intonation. Some candidates were able to clearly recognise Greek script and accentuation while other candidates had difficulty in recognising some letters and diphthongs :

eg *Πειραια, νεοι, ψαρια, χταποδια, Υδρα*

In weaker responses, intonation and fluency posed a problem in reading for understanding.

eg *Πως θα περασει ο χειμωνας ;*

Weaker responses also hesitated, repeated phrases and mispronounced words.

#### Section II – Speaking Skills

Better responses demonstrated an ability to convey the meaning of the cues and demonstrated control of complex Greek structures.

The questions covered a range of topics in the syllabus and allowed candidates to demonstrate their knowledge and skills. Weaker responses resorted to the use of English and simply listed words related to the topics (eg Question 2 – simply listing the following: *μαθηματα, δουλευω, σχολειο*) while the better responses demonstrated excellent control of complex Greek structures.

## **Writing Skills Examination**

### **Listening Skills**

Overall, the majority of candidates attempted all questions at a satisfactory level.

#### **Question 1**

The majority of candidates were able to demonstrate a thorough understanding of the purpose of the phone call.

#### **Question 2**

This multiple choice question proved quite challenging for the majority of candidates.

#### **Question 3**

The majority of candidates were able to accurately identify the reasons for the son's disappointment.

#### **Question 4**

Few responses expressed the dilemma that she wanted the jeans, but would not be able to afford a decent present if she bought them.

#### **Question 5**

Most candidates were able to articulate John's motives for moving out.

#### **Question 6**

Weaker responses did not demonstrate understanding of all the relevant considerations for the dinner party.

#### **Question 7**

Most candidates demonstrated a thorough understanding of the suggestions made by the travel agent and include the relevant detail.

#### **Question 8**

In the better responses candidates completed the table accurately by demonstrating an in-depth appreciation of the text.

#### **Question 9**

- (a) This multiple choice question was accessible to most candidates.
- (b) Better responses stated the change of plans necessitated by the Principal and then proceeded to outline the new plans.

## Section I – Reading Skills

### General Comments

Overall candidates were able to demonstrate a sound understanding of most texts and were able to respond to questions appropriately.

### Specific Comments

#### Question 1

Parts (a) and (b) were answered well by the majority of candidates who were able to identify the text as a report card and consequently were able to identify correctly both the writer and the suggestions.

#### Question 2

The majority of responses to this question demonstrated a good understanding of the reasons why Nikki entered the chat room and the perspectives of Anna, Nikki, and Saki on the confiscation of the i-pod. Weaker responses to (c) did not present the differing views of both Nikki and Saki.

#### Question 3

The majority of responses for (a) and (b) were able to identify accurately both the correct location as a restaurant and the writer's negativity towards it.

Better responses to (c) incorporated the feelings of the writer as being angry and cheated, with relevant examples. Weaker responses tended simply to list what happened at the restaurant, eg he waited a long time and he paid a lot of money for a small amount of food.

#### Question 4

The majority of candidates were able to identify the close friendship between Taso and Vasili without elaboration. Few candidates showed a thorough understanding of the reasons for Taso's move with detail, or his mixed feelings towards it. Instead, they focused on his positive or negative attitude towards it. In this question, an analysis was required and not just examples or translation of the text.

#### Question 5

- (a) The multiple choice question was, overall, well done.
- (b) Weaker responses did not include many links between the texts.
- (c) Most candidates demonstrated a thorough understanding of the reasons why Sotiris got up so early.
- (d) Better responses were able to describe the differences in personality between the two girls. Weaker responses simply translated their daily routines.

#### Question 6

- (a) The majority of candidates had no problems with this question and were able to identify accurately the reason for Panayi's return to the village.
- (b) Better responses were able to identify more than one feature of the village.

- (c) Better responses were able to identify all reasons for Panayi's concern for the future, while weaker responses only gave one piece of information such as his age.
- (d) Better responses were able to identify the qualities which made Panayi a hero, eg his generosity with time, his dedication and sincerity. Weaker responses restricted themselves to simply identifying one feature of Panayi as a hero.

## **Section II –Writing Skills**

Overall, candidates performed well in the writing section. Most candidates demonstrated a degree of accuracy with occasional errors and used a variety of vocabulary and language structures. They presented and developed relevant information and opinions. The majority of candidates attempted Question 7 'Guided Dialogue' and were able to present an authentic conversation.

## Continuers

### Oral Examination

#### General Comments

Overall, the majority of candidates performed well and were able to sustain a conversation for the required time of 10 minutes. Questions posed to most candidates were understood and candidates responded to the questions in varying degrees. A very small number of candidates needed questions rephrased and simplified. The better candidates not only responded confidently and fluently, but also demonstrated sophistication in both content and language. Colloquialisms and grammatical accuracy were evident in their responses as was enthusiasm and authenticity in a natural conversational style eg *σου τα δινουν ολα στο πιατο*

Weaker responses, although able to communicate effectively and fluently, lacked sophisticated vocabulary and made grammatical errors. These candidates' responses lacked depth of content and language and occasionally struggled to find the appropriate expressions. Some common errors included: *δυοφορο, μονοφορο, διαβασματα*.

Errors in agreement were evident in such responses as:  
*τις ιδιες μαθηματα, οι δασκαλοι ειναι πολυ καλα.*

Anglicisms such as, *πανω στο τηλεφωνο, ειχε καλη ωρα* were also widely used.

Weaker candidates' responses were very simplistic showing an inability to express themselves fully and extensively in the Greek language. They were limited to short sentences and their point of view was awkwardly conveyed due to their linguistic restrictions.

These responses also demonstrated weaknesses with verb conjugation, eg *πρεπω, αρεσω, δεν εχω παω*. These weaker responses often resorted to using the English language, especially with regard to school subjects.

## Written Examination

### Section I – Listening and Responding

#### Questions 1 – 8

#### General Comments

Overall, most candidates performed well, attempted all questions and demonstrated a global understanding of each listening item. In the better responses, candidates demonstrated the capacity to understand both general and specific aspects of texts. In their responses, they were able to identify language techniques where necessary. The evaluative questions, in particular, provided the more able candidates with an opportunity to demonstrate a deeper understanding of the text and to identify the purpose, context and tone of each text.



Candidates are reminded, that when using a dictionary, they must ensure that the meaning and relevance of the words are evident in their responses and to re-read and check all of their answers.

### **Question 1**

- (a) The majority of candidates answered this question well; however, it was problematic for some candidates who did not understand the purpose of the message which was to enquire about a job.
- (b) The majority of candidates were able to give the correct telephone number.

### **Question 2**

Most candidates tended simply to list general activities that would take place at the festival rather than state to whom this advertisement would appeal.

### **Question 3**

The majority of candidates responded very well to this question and demonstrated a good understanding of how Phevo convinces Athena by referring to language techniques and tone.

### **Question 4**

Most candidates responded very well to this question presenting clearly the change in the teacher's tone and attitude towards Antigone. The weaker responses did not refer to this change.

### **Question 5**

Most candidates were able to provide a comprehensive understanding of the factors contributing to Marko's desire to quit his job and supported their answers with a number of examples.

### **Question 6**

Better responses demonstrated an understanding of both characters and provided detailed examples while the weaker responses limited their answers to only one character or simply listed points from the text. Also, better responses gave extensive examples and referred to the uncle as having a social conscience, while the niece was depicted as selfish and materialistic.

### **Question 7**

This multiple choice question required that candidates evaluate the tone of the speaker's voice. Most candidates found the question challenging.

### **Question 8**

Better responses demonstrated a comprehensive understanding of how the text achieved its purpose by making detailed references to the text. However, in weaker responses candidates did not support their answers with details of linguistic techniques.

## Section II – Reading and Responding

### General Comments

Overall, the majority of candidates performed well in Question 9 and demonstrated a good global understanding of the texts.

In Question 10, most candidates demonstrated a basic understanding of the text while better responses demonstrated higher order analytical skills.

### Part A

#### Question 9

- (a) The overwhelming majority of candidates were able to identify accurately the purpose of the letter.
- (b) In this answer candidates were able to identify the main points required, giving specific detail.
- (c) Better responses to this question demonstrated a perceptive understanding of Philip's relationship with both parents whereas the weaker responses dealt only with Philip's positive relationship with his father.
- (d) Most candidates were able to deduce the qualities inherent in Philip's character, that is, inspirational, mature, considerate, positive, and provided detailed examples. Weaker responses tended to focus on translating the text rather than analysing Philip's character.

#### Question 10

- (a) Most candidates were able to identify accurately the location of the writer of each postcard.
- (b) Most candidates were able to identify accurately the change in Paulina's attitude from disappointment to euphoria. Weaker responses translated the text without focusing on the key word 'change'.
- (c) Most candidates identified some similarities between the two postcards while better responses identified the more subtle nuances of the texts. Weaker responses tended to generalise.
- (d) Better responses demonstrated a thorough understanding of the contrasts presented such as traditional versus modern lifestyles and included relevant examples.

Weaker responses demonstrated a limited understanding of the demands of the word 'contrast' and proceeded to provide mere descriptions of village life. The weaker responses also did not restrict themselves to the required contrasts within Ismene's postcard, but instead compared it with the other three postcards.

- (e) Better responses demonstrated a thorough understanding of the tonal differences by referring to examples as well as commenting on linguistic features such as punctuation and use of emotive language.

Weaker responses were descriptive without specific examples, identifying differences in the text itself rather than differences in the tone.

## Note

In relation to Question 10 (c), (d), (e), some candidates did not read the questions carefully and confused the writers/characters in each of the different postcards.

## Part B

### Question 11

Overall, all responses addressed the topic. Most responses included one or two references to the stimulus material. Better responses expanded in their answer by analysing the information given to them. This question also assessed the candidate's ability to manipulate language authentically and creatively. Weaker responses simply copied the information from the stimulus material.

According to the candidate's responses it has become apparent that teachers should emphasise the need to use the stimulus material as a point of reference. Candidates should not transcribe the stimulus material as part of their answer.

Common errors were:

#### 1. Incorrect use of proper nouns

eg *γιασωνα* instead of *Ιασωνα*  
*Περσεφονε* instead of *Περσεφονη*  
*Αρχιλλεα* instead of *Αχιλλεα*

#### 2. Gender Agreement

eg *την καρναβαλι*  
*τρης χρονια*  
*τις χρωμες*

#### 3. Creating their own words

eg *συμμεταχησουμε, κλεισμο*

#### 4. Incorrect use of the impersonal verb 'πρεπει'

eg *πρεπο να σταματησο*

#### 5. Incorrect use of the phonemes

eg *βορεις* instead of *μπορεις*  
*γγερω* instead of *καιρο*  
*δελω* instead of *θελω*

#### 6. Incorrect conjugation of verbs.

#### 7. Spelling

Dictionary use was a hindrance to candidates as words were used incorrectly and out of context eg culture = *καλλιεργεια* instead of *πολιτισμος*, good fun = *καλη ψυχη* instead of *καλη διασκεδαση*.

### Section III – Writing in Modern Greek

#### Questions 12 (a) & 12 (b)

The number of candidates who chose question (a) was approximately the same as the number of candidates who chose question (b). Both questions were equally challenging for the candidates. Most of the responses were thematically accurate. The better responses also showed linguistic accuracy, whilst poorer responses displayed various linguistic difficulties.

Common errors were:

1. Lack of agreement between noun and adjective, eg *με ανοιχτη μυαλο, αγαπητε κυρια*
2. Lack of agreement between verb, subject and object, eg *το μηχανακι του δεν επαθα τιποτα*
3. Incorrect use of the impersonal verb *πρεπει*, eg *πρεπω, πρεπουμε*
4. Incorrect conjugation of verbs, eg *οι γονεις μου θελει*
5. Incorrect use of verbs, eg *και ζωντανο με τους γονεις μου*

Dictionary use was a hindrance to candidates as words were used incorrectly and out of context. The word ‘assessment’ was translated as *καθηκον, αποστολη, εκτιμηση, προφαση*.

#### Questions 13 (a) & 13 (b)

This question, which required a more challenging text type, warranted more analytical responses. Better responses developed and sustained a well-supported argument and demonstrated extensive knowledge and understanding of vocabulary and sentence structures. Weaker responses demonstrated a good knowledge and understanding of the task, but showed difficulties in developing and sustaining an argument due to their inability to manipulate the language effectively.

Common errors were:

1. The use of the adjective *πολυς* and the adverb *πολυ*, eg *το πιο πολυ αλλαγη*
2. Incorrect use of the impersonal verb *πρεπει, αρεσει*, eg *πρεπω να φυγω τωρα, δεν μ’ αρεσουμε καθολου*
3. Incorrect use of the genitive case, eg *Ειμαι ο προηθυπουργος του μαθητικο συμβουλιο*
5. Incorrect use of the appropriate register, ie writing in the formal plural when addressing the editor, eg *Σου γραφω να σου πω*

## Extension

### Oral Examination

#### General comments

The better responses clearly demonstrated fluency, depth and breadth in the treatment of information. Their responses were sophisticated and were presented in a coherent and well developed manner. Many of these responses also included a high level of grammatical accuracy, extensive vocabulary and a variety of sentence structures.

In addition they presented and supported their argument with examples and high level ideas. Average responses attempted to present a coherent argument with some relevant ideas and examples. However, some candidates were unable to sustain the argument or to provide any depth. Their responses also included inaccuracies in grammar and vocabulary such as:  
*οι πλουτοι δειχνει επιτυχια, του παρελθου, του μαθητου, το υπολογιστο, οχι σαν τους φτωχο*

Weaker responses tended to repeat the question as part of their answer and generally communicated using very simple structures and limited vocabulary. They attempted to present an argument which was not developed and included irrelevant ideas. For example, statements such as:  
*οι συγχρονες οικογενειες εχουν τα προβληματα οπως τα ναρκωτικα* were used in isolation and were not linked to the question.

Weaker responses also tended to use isolated phrases that they had learned without linking these to their ideas.

#### Question 1

This was the most popular question. The better responses explained in detail their point of view and provided good examples and a great deal of sophistication. They contrasted the ideal family in the past with the ideal family of today and their argument was sound, well expressed and well structured. In the weaker responses candidates confused the concept of the ideal family and did not present a convincing argument.

#### Question 2

The better responses dealt with this question very well and included a sustained and sound argument which was well supported by relevant examples. The weaker responses provided a simple argument with some relevant examples and many grammatical inaccuracies and repetition.

#### Question 3

Most candidates who attempted this question were able to discuss the concept of wealth in relation to personal success convincingly. The weaker responses confused the word *επιτυχια* with *ευτυχια* and as a result provided a great deal of irrelevant information in their responses.

## Written Examination

### Part A

#### Section I – Response to the prescribed text

##### General comment

Overall, candidates found this section quite challenging.

##### Question 1

- (a) Better responses understood the social comment as that of ‘alienation’ and were able to refer to the consequences of this alienation. Weaker responses, although understanding the social comment of alienation, were not able to refer to the consequences.
- (b) Better responses explained the significance of the references, ie the Biblical allusion to betrayal and the reference to Homer’s Odysseus and his desire to return home. These candidates were then able to link these references to the singer’s relationship with his country, interdependence, ambivalence, love-hate.

Weaker responses did not demonstrate an understanding of these references and did not make the appropriate link. Some candidates referred to the significance of only one of the two references.

- (c) Most candidates demonstrated an understanding of the singer’s emotional state as conveyed through the music. In the better responses candidates analysed and discussed the main features of music to illustrate how the emotional state of the singer is conveyed, eg the juxtaposition of traditional and modern elements.

Features of the language were also dealt with in a comprehensive manner with relevant references to the song, eg the title ‘Αχ Ελλάδα’, similes, metaphors and personification.

Weaker responses did not demonstrate an understanding of how the singer’s voice conveyed his emotional state.

Candidates are reminded that they must respond to all parts of the question.

- (d) Generally candidates demonstrated familiarity with the issue of *search for identity*. The better responses were able to make a perceptive comparison of the issue of *search for identity* as presented in this song and in one other prescribed song. In the better responses candidates provided appropriate examples from each song that they analysed in support of their argument.

Weaker responses made references to the song and other prescribed songs without fully demonstrating with detailed examples how the issue of *search for identity* is explored in the respective songs they chose.

## Part B

In the better responses candidates demonstrated a perceptive understanding of the prescribed text, including detailed references to the song. They were able to manipulate language with originality, creativity and flair, writing for a specific purpose as well as in the required text type. In addition, better responses were able to illustrate a thorough knowledge of the issues of the prescribed text by providing detailed references such as the sense of national pride, Greek art, ancient Greek history, etc.

Weaker responses met the general requirements of the task by alluding to the song without, however, making specific references. They demonstrated satisfactory control of vocabulary and sentence structures. In addition, weaker responses made limited reference to the issues arising from the prescribed song.

Candidates are reminded that in order to demonstrate a perceptive understanding of the prescribed text, they will need to provide detailed references from the song, so as to illustrate knowledge of the issues raised in the song.

## Section II – Writing in Modern Greek

### Questions 3 & 4

The vast majority of candidates responded to Question 4 instead of Question 3. The response to Question 4 demonstrated sufficient breadth and depth in the treatment of the relevant ideas and a good level of grammatical accuracy. Overall, most candidates managed to support a point of view and sustain an argument.

Teachers need to emphasise the importance of audience when candidates are asked to write a speech.

Common errors included:

1. Difficulty in question 3, in interpreting the quote.
2. Coining of words and phrases, eg *δυναμισμοτητα, επιδιωκησετε, διαταγησουν*
3. Spelling
4. Gender Agreement
5. Incorrect use of phonemes
6. Direct translation of English expressions, eg leadership qualities = *αρχηγιακα ποιοτητα*
7. The misuse of dictionaries

# Modern Greek Beginners

## 2005 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	2	School life	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
3	3	(Holidaying) travel	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
4	5	Lifestyles	H1.1, H1.2, H2.1, H2.2, H2.3, H2.4, H2.7
<b>Listening Skills Examination</b>			
1	2	Eating out — dialogue	H3.1, H3.2, H3.3
2	1	Lifestyles — dialogue	H3.1
3	2	Relationships — dialogue	H3.1, H3.2, H3.3
4	2	Shopping — dialogue	H3.1, H3.2, H3.3
5	3	Lifestyles — dialogue	H3.1, H3.2, H3.3
6	3	Relationships — dialogue	H3.1, H3.2, H3.3
7	3	Holiday/travel — dialogue	H3.1, H3.2, H3.3
8	4	Lifestyles — interview	H3.1, H3.2, H3.3
9 (a)	1	School — conversation	H3.1
9 (b)	4	School — conversation	H3.1, H3.2, H3.3
<b>Written Examination</b>			
<b>Section I — Reading Skills</b>			
1 (a)	1	School — report card	H3.1, H3.2, H3.3
1 (b)	2	School — report card	H3.1, H3.2, H3.3
2 (a)	1	School life — chatroom	H3.1, H3.2, H3.3
2(b)	2	School life — chatroom	H3.1, H3.2, H3.3
2 (c)	2	School life — chatroom	H3.1, H3.2, H3.3
3 (a)	1	Eating out — letter to editor	H3.1, H3.2, H3.3



Question	Marks	Content	Syllabus outcomes
3 (b)	2	Eating out — letter to editor	H3.1, H3.2, H3.3
3 (c)	4	Eating out — letter to editor	H3.1, H3.2, H3.3
4 (a)	2	Lifestyle/relationship — letter	H3.1, H3.2, H3.3
4 (b)	2	Lifestyle/relationship — letter	H3.1, H3.2, H3.3
4 (c)	4	Lifestyle/relationship — letter	H3.1, H3.2, H3.3
5 (a)	1	Lifestyles — magazine article	H3.1, H3.2, H3.3
5 (b)	2	Lifestyles — magazine article	H3.1, H3.2, H3.3
5 (c)	3	Lifestyles — magazine article	H3.1, H3.2, H3.3
5 (d)	4	Lifestyles — magazine article	H3.1, H3.2, H3.3
6 (a)	2	Lifestyle/profile — article	H3.1, H3.2, H3.3
6 (b)	2	Lifestyle/profile — article	H3.1, H3.2, H3.3
6 (c)	3	Lifestyle/profile — article	H3.1, H3.2, H3.3
6 (d)	5	Lifestyle/profile — article	H3.1, H3.2, H3.3
<b>Written Examination</b>			
<b>Section II — Writing Skills</b>			
7	10	World of work — guided dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
8	10	School life — letter	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
9	10	Lifestyle — composition	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8
10	10	Shopping — dialogue	H2.1, H2.2, H2.3, H2.5, H2.7, H2.8

# Modern Greek Continuers

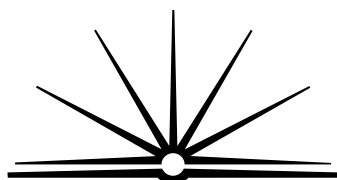
## 2005 HSC Examination Mapping Grid

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 (a)	1	World of work — voice mail	H3.1
1 (b)	1	World of work — voice mail	H3.1
2	3	Special traditions — advertisement	H3.1
3	3	People and events — dialogue	H3.1
4	3	School experience — phone conversation	H3.1, H3.2
5	4	Youth issues — dialogue	H3.1, H3.2
6	4	Lifestyles — dialogue	H3.1, H3.2
7	1	Lifestyles — conversation	H3.1, H3.2
8	5	Lifestyles — interview	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
9 (a)	1	Relationships — letter to a magazine	H3.1
9 (b)	2	Relationships — letter to a magazine	H3.1
9 (c)	3	Relationships — letter to a magazine	H3.1, H3.2
9 (d)	4	Relationships — letter to a magazine	H3.1, H3.2
10 (a)	2	Lifestyles — series of 4 postcards	H3.1
10 (b)	2	Lifestyles — series of 4 postcards	H3.1, H3.2
10 (c)	3	Lifestyles — series of 4 postcards	H3.1, H3.2
10 (d)	3	Lifestyles — series of 4 postcards	H3.1, H3.2
10 (e)	5	Lifestyles — series of 4 postcards	H3.1, H3.2
<b>Written Examination</b>			
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
11	15	Special traditions — advertisement/ informal letter	H1.2, H1.3, H2.1, H2.3, H3.1
<b>Written Examination</b>			
<b>Section III — Writing in Modern Greek</b>			
12 (a)	6	School — note	H2.1, H2.2, H2.3
12 (b)	6	Relationships — note	H2.1, H2.2, H2.3
13 (a)	9	Lifestyles — article	H2.1, H2.2, H2.3
13 (b)	9	School experience — article	H2.1, H2.2, H2.3

# Modern Greek Extension

## 2005 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
1	5	The concept of journey — monologue	H1.1, H1.2
2	5	Search for identity — monologue	H1.1, H1.2
3	5	Overcoming adversity — monologue	H1.1, H1.2
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part A</b>			
1 (a)	2	<i>Oh, Hellas</i>	H2.1, H2.2, H2.3
1 (b)	3	<i>Oh, Hellas</i>	H2.1, H2.2, H2.3
1 (c)	4	<i>Oh, Hellas</i>	H2.1, H2.2, H2.3
1 (d)	6	<i>Oh, Hellas</i>	H2.1, H2.2, H2.3
<b>Written Examination</b>			
<b>Section I — Response to Prescribed Text</b>			
<b>Part B</b>			
2	10	<i>Aegean</i> — diary entry	H2.1
<b>Written Examination</b>			
<b>Section II — Writing in Modern Greek</b>			
3	15	Overcoming adversity — script of speech	H1.1, H1.2
4	15	Overcoming adversity — script of speech	H1.1, H1.2



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## **2005 HSC Modern Greek Beginners Marking Guidelines — Listening Skills**

### **Question 1**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the main idea with detail	2
• Demonstrates some understanding of the main idea with some detail	1

### **Question 2**

*Outcomes assessed: H3.1*

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• (C)	1

### **Question 3**

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

#### **MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the reasons for the son's disappointment with reference to the conflict	2
• Demonstrates limited understanding of the son's disappointment	1

**Question 4***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the girl's dilemma	2
• Demonstrates a basic understanding of the girl's dilemma	1

**Question 5***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the text by outlining the reasons for John's departure	3
• Demonstrates a sound understanding of the text by outlining some reasons for John's departure	2
• Demonstrates a basic understanding of the text by giving a reason for John's departure	1

**Question 6***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the points the speakers need to consider while planning their dinner party	3
• Demonstrates a good understanding of all the points the speakers need to consider while planning their dinner party	2
• Shows some understanding of all the points the speakers need to consider while planning their dinner party	1

**Question 7***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the suggestions made by travel agent with detail	3
• Demonstrates some understanding of the suggestions made by travel agent with some detail	2
• Demonstrates limited understanding of the suggestions made by travel agent	1

**Question 8**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates a thorough understanding of the text by completing the table accurately</li> </ul>	4
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the text by completing most of the table</li> </ul>	3
<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the text by completing part of the table</li> </ul>	2
<ul style="list-style-type: none"> <li>• Demonstrates a very limited understanding of the text</li> </ul>	1

**Question 9 (a)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

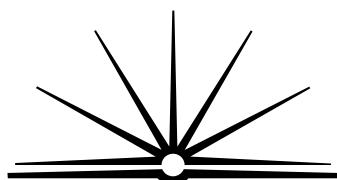
Criteria	Marks
<ul style="list-style-type: none"> <li>• (C)</li> </ul>	1

**Question 9 (b)**

*Outcomes assessed: H3.1*

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>• Identifies the impact of the Principal's decision on their plans</li> <li>• Demonstrates a thorough understanding of the new plans with detail</li> </ul>	4
<ul style="list-style-type: none"> <li>• Identifies the impact of the Principal's decision on their plans</li> <li>• Demonstrates a good understanding of the new plans with detail</li> </ul>	3
<ul style="list-style-type: none"> <li>• Identifies the impact of the Principal's decision on their plans</li> </ul> OR <ul style="list-style-type: none"> <li>• Demonstrates some understanding of the new plans with detail</li> </ul>	2
<ul style="list-style-type: none"> <li>• Identifies the impact of the Principal's decision on their plans</li> </ul> OR <ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the new plan</li> </ul>	1



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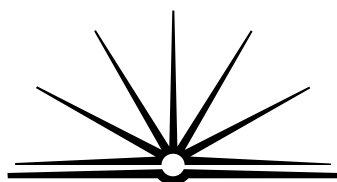
## **2005 HSC Modern Greek Continuers Marking Guidelines — Oral Examination**

### **Conversation**

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

#### **MARKING GUIDELINES**

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



**B O A R D O F S T U D I E S**  
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## **2005 HSC Modern Greek Extension Marking Guidelines — Oral Examination**

### **Monologue**

#### **Questions 1–3**

*Outcomes assessed: H1.1, H1.2*

#### **MARKING GUIDELINES**

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



## 2005 HSC Modern Greek Beginners Marking Guidelines — Written Examination

### Section I — Reading Skills

#### Question 1 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Identifies Stefano's teacher as the person writing the comments	1

#### Question 1 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the suggestions made for improvement in Greek	2
• Demonstrates some understanding of the suggestions made for improvement in Greek	1

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

Criteria	Marks
• Identifies the reason for Nikki initiating this chatroom discussion	1

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

Criteria	Marks
• Demonstrates a thorough understanding of Anna's views	2
• Demonstrates a basic understanding of Anna's views	1

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

Criteria	Marks
• Demonstrates a clear understanding of the differences between Nikki's and Saki's views	2
• Demonstrates some understanding of the differences between Nikki's and Saki's views	1

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

Criteria	Marks
• Identifies the correct location of events	1

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

Criteria	Marks
• Identifies the purpose as twofold: to warn others and to convey the customer's feelings	2
• Identifies a single purpose only	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of the writer's negativity with detailed examples	4
• Demonstrates some understanding of the writer's negativity with examples	2–3
• Demonstrates limited understanding of the writer's negativity	1

**Question 4 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides characteristics and features of the relationship between the two friends with examples	2
• Provides a characteristic and/or feature of the relationship between the two friends	1

**Question 4 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the main reasons for his move with detail	2
• Identifies some relevant information	1

**Question 4 (c)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of Taso's mixed feelings towards the move with detailed examples	4
• Demonstrates a good understanding of Taso's mixed feelings towards the move with some detail	2–3
• Demonstrates a limited understanding of Taso's mixed feelings	1

**Question 5 (a)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• (D)	1

**Question 5 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of the common links between the texts	2
• Demonstrates some understanding of the common links between the texts	1

**Question 5 (c)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of the reasons why Sotiri gets up early in the morning	3
• Demonstrates a good understanding of the reasons why Sotiri gets up early in the morning	2
• Demonstrates a limited understanding of the reasons why Sotiri gets up early	1

**Question 5 (d)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of the differences between the personalities of the 2 girls with examples	4
• Demonstrates a good understanding of the differences between the personalities of the 2 girls with examples	2–3
• Identifies some relevant information of the differences between the personalities of the 2 girls	1

**Question 6 (a)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the main reasons for his return	2
• Identifies an understanding of the reason of his return	1

**Question 6 (b)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Provides a good description of the village	2
• provides a basic description of the village	1

**Question 6 (c)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Identifies the main reasons for his concern with details	3
• Identifies some reason for his concern with details	2
• Identifies some relevant information	1

**Question 6 (d)***Outcomes assessed: H3.1, H3.2, H3.3***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough and perceptive understanding of Panayi as a hero	5
• Demonstrates a perceptive understanding of Panayi as a hero	4
• Demonstrates a good understanding of Panayi as a hero	3
• Demonstrates basic understanding of Panayi as a hero	1–2

## 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)

### Questions 8, 9 and 10

*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

## 2005 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"> <li>Communicates confidently and fluently with correct intonation and pronunciation</li> <li>Competently and accurately recognises Modern Greek script and rules of accentuation</li> </ul>	9–10
<ul style="list-style-type: none"> <li>Demonstrates good oral reading skills, with some minor inaccuracies</li> </ul>	7–8
<ul style="list-style-type: none"> <li>Reads coherently, but pauses regularly, with some repetitions and mispronunciations</li> </ul>	5–6
<ul style="list-style-type: none"> <li>Demonstrates basic recognition of Modern Greek script</li> <li>Regularly pauses, repeats words/phrases and mispronounces Greek</li> <li>Has some difficulties with diphthongs and some letters</li> </ul>	3–4
<ul style="list-style-type: none"> <li>Demonstrates limited recognition of Modern Greek script</li> <li>Frequently hesitates and makes errors in pronunciation</li> <li>Confuses use of diphthongs and alphabets and frequently uses anglicisms</li> </ul>	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

## 2005 HSC Modern Greek Continuers Marking Guidelines — Written Examination

### Section I — Listening and Responding

#### Question 1 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the reason for Antoni's call	1

#### Question 1 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the phone number as 9546327	1

#### Question 2

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of the people to whom this advertisement would appeal	3
• Demonstrates a good understanding of the people to whom this advertisement would appeal	2
• Demonstrates a basic understanding of the people to whom this advertisement would appeal	1

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

<b>Criteria</b>	<b>Marks</b>
• Identifies the features of the Pirea markets which make them so appealing	3
• Identifies some features the Pirea markets which make them so appealing	2
• Identifies a basic appealing feature of the Pirea markets	1

**Question 4***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough and perceptive understanding of the teacher's change in attitude	3
• Demonstrates some understanding of the teacher's change in attitude	2
• Demonstrates a limited understanding of the teacher's change in attitude	1

**Question 5***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of the factors contributing to Marko's decision to quit	4
• Demonstrates a sound understanding of the factors contributing to Marko's decision to quit	3
• Demonstrates a basic understanding of the factors contributing to Marko's decision to quit	2
• Demonstrates some understanding of the factors contributing to Marko's decision to quit	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of both characters with detailed examples for each speaker	4
• Demonstrates some understanding of the character of each speaker with examples	2–3
• Demonstrates a limited understanding of the character of the speaker(s)	1

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

<b>Criteria</b>	<b>Marks</b>
• (C)	1

**Question 8***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a comprehensive understanding of how the text achieves it's purpose with detailed reference to the text	5
• Demonstrates a good understanding of how the text achieves it's purpose with detailed reference to the text	4–3
• Demonstrates a basic understanding of how the text achieves it's purpose with reference to the text	2–1

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies the purpose of the letter	1

#### Question 9 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Identifies main aspects of his life which he finds difficult to deal with	2
• Identifies an aspect of his life which he finds difficult to deal with	1

#### Question 9 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive and thorough understanding of the relationship between Philip and both parents with detailed examples	3
• Demonstrates a good understanding of the relationship between Philip and both parents with detailed examples	2
• Demonstrate a limited understanding of the relationship between Philip and both parents	1

#### Question 9 (d)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough and perceptive understanding of Philip's character with detailed examples	4
• Demonstrates a good understanding of Philip's character with detailed examples	2–3
• Demonstrates a limited understanding of Philip's character	1

**Question 10 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Identifies that Ismène is writing from her grandmother's village and that Paulina is writing from a taverna near Sounio</li></ul>	2
<ul style="list-style-type: none"><li>Identifies that Ismène is writing from her grandmother's village</li></ul> OR <ul style="list-style-type: none"><li>Paulina is writing from a taverna near Sounio</li></ul>	1

**Question 10 (b)***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 Paulina's change in attitude</li></ul>	2
<ul style="list-style-type: none"><li>Demonstrates some understanding of Paulina's change in attitude</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>Identifies the similarities between the two postcards with detailed examples</li></ul>	3
<ul style="list-style-type: none"><li>Identifies some similarities between the two postcards with detailed examples</li></ul>	2
<ul style="list-style-type: none"><li>Identifies a limited understanding of the similarities between the two postcards</li></ul>	1

**Question 10 (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 the contrasts presented between traditional and modern elements of life with details</li></ul>	3
<ul style="list-style-type: none"><li>Demonstrates some understanding of the contrasts presented between traditional and modern elements of life with details</li></ul>	2
<ul style="list-style-type: none"><li>Demonstrates a limited understanding of the contrasts presented between traditional and modern elements of life</li></ul>	1

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

<b>Criteria</b>	<b>Marks</b>
<ul style="list-style-type: none"><li>• Identifies the differences in tone between the two texts</li><li>• Demonstrates a perceptive understanding of the use of tone to express emotion with detailed examples</li></ul>	5
<ul style="list-style-type: none"><li>• Identifies the differences in tone between the two texts</li><li>• Demonstrates a good understanding of the use of tone to express emotions with detailed examples</li></ul>	3–4
<ul style="list-style-type: none"><li>• Identifies the differences in tone between the two texts</li><li>• Demonstrates a limited understanding of the use of tone</li></ul>	1–2

## Section II — Reading and Responding

### Part B

#### Question 11

*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 12

*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 13

*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 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

## 2005 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
<ul style="list-style-type: none"> <li>Makes reference to the alienation of the individual</li> <li>Links alienation to physical or emotional “ξενιτιά” or refers to the consequence of the alienation</li> </ul>	2
<ul style="list-style-type: none"> <li>Makes reference to the alienation of the individual</li> </ul> OR <ul style="list-style-type: none"> <li>Refers to one aspect of “ξενιτιά”</li> </ul>	1

#### Question 1 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies Biblical and Homeric references made in these lines</li> <li>Links them to the singer’s relationship with his country</li> </ul>	3
<ul style="list-style-type: none"> <li>Identifies Biblical and Homeric references</li> </ul> OR <ul style="list-style-type: none"> <li>Identifies one reference and makes a link to the singer’s relationship with his country</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies either Biblical or Homeric reference</li> </ul>	1

**Question 1 (c)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies emotional state of the singer</li> <li>Makes detailed reference to music, voice and language (with examples)</li> </ul>	4
<ul style="list-style-type: none"> <li>Identifies emotional state of the singer</li> <li>Makes reference to any of the following: music, voice and language (with examples)</li> </ul>	3
<ul style="list-style-type: none"> <li>Identifies emotional state of the singer</li> </ul> AND <ul style="list-style-type: none"> <li>Makes reference to music, voice or language</li> </ul>	2
<ul style="list-style-type: none"> <li>Identifies emotional state of the singer</li> </ul> OR <ul style="list-style-type: none"> <li>Makes reference to music, voice or language</li> </ul>	1

**Question 1 (d)**

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

**MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none"> <li>Explains how the issue of search for identity is explored in this song</li> <li>Makes a perceptive comparison of this issue as presented in this and one other prescribed song with detail</li> </ul>	6
<ul style="list-style-type: none"> <li>Identifies aspects of search for identity as explored in this song</li> <li>Compares the issue as presented in the two songs with some detail</li> </ul>	4–5
<ul style="list-style-type: none"> <li>Refers to the issue and makes scant comparison between the two songs with limited detail</li> </ul>	2–3
<ul style="list-style-type: none"> <li>Refers to the issue presented in this song</li> </ul> OR <ul style="list-style-type: none"> <li>Compares the two songs with limited understanding</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