

**2006 HSC Notes from
the Marking Centre
Modern Greek**

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2006 HSC NOTES FROM THE MARKING CENTRE

MODERN GREEK

Introduction

This document has been produced for the teachers and candidates of the Stage 6 courses in Modern Greek. It provides comments with regard to responses to the 2006 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 2006 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

Most candidates' responses demonstrated good recognition of Greek script and accentuation while a few responses indicated difficulty in the recognition of some letters and diphthongs. In the better responses, candidates were able to communicate fluently, using correct intonation and demonstrating good oral reading skills with some minor inaccuracies.

eg *μπαγιατικο, ξυμωνουμε, πλαθουμε, μπαλιτσες, στραγγιξουνε*

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

eg *Να πως τα φτιαχνουμε;;
Ποσες φορες τα εχει μαγειρεψει για μενα!*

In the weaker responses, candidates hesitated, repeated phrases and mispronounced words. In addition, with the weaker responses, many candidates made errors in accentuation and punctuation.

eg *κεφαλοτυρι, ψιχα*

Section II – Speaking Skills

The better responses demonstrated an ability to convey the meaning of the cues. More complex Greek structures were used and in the better responses, candidates expressed themselves confidently and fluently with appropriate intonation and pronunciation.

Question 2

This question provided the opportunity to respond very confidently and creatively.

eg αν θελεις φερε και μια σαλατα

Question 3

This question was more challenging but the majority of candidates' responses demonstrated an ability to use Greek effectively in speaking about themselves and their neighbourhood. The majority of candidates' responses also demonstrated confidence in extending invitations.

eg ..ελατε σπιτι μας για πρωινο αυριο

Question 4

In the better responses, candidates used a wide range of vocabulary and expressions.

eg δεν μου παει, ευχαριστω για τη βοηθεια, δεν ειμαι ευχαριστημενος

Writing Skills Examination

Listening Skills

The majority of candidates' responses demonstrated a good understanding of the listening texts. In the better responses, candidates provided details to support their answers whereas, in the weaker responses, candidates provided only some relevant information.

Section I – Reading Skills

Question 1

Most candidates' responses demonstrated a comprehensive understanding of the purpose of the note.

Question 2

Most candidates' responses accurately identified the fun elements of the celebration as well as the caring and thoughtful nature of Eleni's friends.

Question 3

Most candidates' responses indicated the ability to identify the purpose of the grandmother's letter with relevant support from the text. In the best responses, candidates demonstrated a perceptive understanding of the assistance offered by the grandmother as well as describing the grandmother's character.

Question 4

Most candidates discussed Petro's decision to become an actor. In the better responses, candidates discussed the family's opposition to acting as a career choice; and provided justification from the text to support their argument. Most responses identified basic elements of his success as an actor. Only a few elaborated fully and included all parameters that contributed to his success eg the fact that he was nominated as best actor and was being interviewed at a major European Film Festival.

Question 5

The majority of candidates' responses indicated the ability to identify basic similarities in the boys' ambitions and most went on to discuss effectively the likelihood of Barbara's future success. The better responses were able to contrast Marianna's plans with those of one other young person from the text which required a more evaluative approach.

Most responses demonstrated a good understanding of the parents' feelings towards their sons' career choices, but few provided a more perceptive understanding of the situation.

Section II – Writing Skills

The majority of candidates' responses met the requirements of the task demonstrating a degree of accuracy with occasional errors.

In the better responses, candidates demonstrated a good use of vocabulary and a higher degree of accuracy in using this vocabulary. They wrote coherently and effectively.

The weaker responses demonstrated an elementary knowledge and understanding of vocabulary and sentence structures which included Anglicisms and errors in syntax and grammar.

Continuers

Oral Examination

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 questions with varying degrees of competence.

In the better responses, candidates not only responded confidently and fluently but also demonstrated sophistication in both content and language. These candidates elaborated on an individual topic demonstrating a depth of Greek language fluency and ideas, with a high level of grammatical accuracy, breadth and sophistication.

eg *οι δρομοί στη γειτονιά μου είναι ευρυχώροι
η φιλη μου είναι εμπιστη και γενναιοδωρη*

Better responses also displayed enthusiasm and authenticity in the treatment of topics in a natural conversational style and sometimes with the use of idiomatic expressions.

eg *λυπη μοιρασμενη είναι μιση λυπη και χαρα μοιρασμενη είναι διπλη χαρα.*

In the weaker responses, candidates often lacked the ability to elaborate, and instead responded with short, simple sentences.

eg *To σχολειο μου εχει τριακοσιους μαθητες.*

This range of responses included many grammatical and syntactical errors. For example:

- Article agreement: *ο γιαγια του, ενα καρτα, τα βαθμους.*
- Agreement of adjectives with nouns: *διαφορα κουλτουρες, καλες παιχτες.*
- Usage of verbs: *εχω παω, θα χρειασω, περιποιηζω, γλεντιζω, η οικογενεια μου απολειται, μου αρεσει και τα αγγλικα.*
- Inability to use the continuous subjunctive when describing activities they enjoy doing:

eg *Μου αρεσει να παω στα μαγαζια, μου αρεσει να παιξω οργανο.*

- Anglicisms:

eg *δεν ειμαι καλη με τα νουμερα, να μιλω πανω στο τηλεφωνο,
να κανω κατι πισω, στο τελος της ημερας.*

Some weaker responses also changed English words to Greek eg *γιαρι, ρουμι, ρουμια, καρο.*

Some candidates struggled to identify the vocabulary associated with topics such as school subjects, professions, career choices, thereby limiting their ability to answer some questions effectively.

Written Examination

Section I – Listening and Responding

Questions 1–4

Most candidates' responses demonstrated a good understanding of the Listening items and correctly answered questions 1–4.

Question 5

In the better responses, candidates demonstrated a good understanding of the fact that the speaker was obliged to buy the electronic game for a number of reasons. They also discussed the persuasive language used by the salesperson.

Question 6

In the better responses, candidates demonstrated an understanding of the many facets of Kosta's ideal partner rather than simply rephrasing his need for an understanding person.

Question 8

In the majority of responses candidates outlined the differences in attitudes between the two parents but did not identify any similarities in their feelings towards their daughter.

Question 9

In the better responses, candidates demonstrated a perceptive and comprehensive understanding of Ari's suitability with relevant examples to support their argument. They included the fact that there were some drawbacks to his suitability eg work commitments and expertise in musical genre.

Section II – Reading and Responding

Part A

Question 10

- (b) In the better responses candidates demonstrated a good understanding of how Bill's life changed and supported their answer with relevant examples from the text. Weaker responses did not refer to the idea that Bill's life changed for the better or they tended to confuse Bill's character with that of the writer/narrator.
- (c) In most responses candidates demonstrated some understanding of the character of the writer/narrator by mentioning at least one quality such as adventurous, mature, curious etc. The best responses identified a number of these qualities and supported each one linked to relevant

examples from the text. Some of the weaker responses did not include examples, simply translated the text.

Question 11

In the better responses candidates were able to evaluate and interpret the text. Weaker responses tended simply to translate the relevant parts of the text, thereby providing only a limited understanding of the text.

- (b) In the better responses candidates were able to provide an evaluative response to Yianni's view and to support their answer by using appropriate examples from the text. The weaker responses provided some understanding of Yianni's point of view by attempting to evaluate it while others simply provided a translation of Yianni's point of view without an attempt at evaluation.
- (c) In the better responses candidates demonstrated a thorough understanding of the controversial nature of the title and supported their answer by referring to aspects of the text. However, in the majority of responses, candidates provided a discussion of the title without relating it to the text. In the weaker responses candidates tended to either simply translate the title or to give their own viewpoint based on their own experiences rather than base their answer on the text.
- (d) With the better responses, candidates demonstrated a thorough understanding of Electra's passionate response. They discussed the various techniques used in the text to convey this response such as punctuation, emotive language, rhetorical questions etc, supported by relevant examples. In the weaker responses candidates translated the text without answering the question.
- (e) Most candidates' responses demonstrated some understanding of the differences of the responses of Yiorgo, Yianni and Electra. With the better responses candidates were able to discuss each speaker by referring to the differences in their tone and viewpoint, eg Yiorgo's tone is more mature and sensible as opposed to the outraged tone conveyed by Electra. With the weaker responses candidates demonstrated an understanding of Yiorgo's viewpoint but did not make a comparison with Yianni's chauvinistic and Electra's one-sided viewpoint.

Section II – Reading and Responding

Part B

Question 12

In the better responses candidates demonstrated the capacity to understand general and specific aspects of the text by responding with relevant ideas, accuracy of vocabulary and variety of vocabulary and sentence structures.

In the weaker responses candidates demonstrated a general understanding of the text, but did not always respond to all of the main points. Furthermore, they seemed restricted linguistically in their capacity to structure a response, often making significant errors.

For example:

- Use of inappropriate register, eg *γεια σου κυρια και κυριε*
- The plural / polite form was not evident in the required response
- Lack of agreement between adjectives and nouns,
eg *ειμαι ενεργητικη, χαρουμενο τυπος*
- Incorrect use of the verb tenses,
eg *εχω ταξιδεψω γυρω την Ευρωπη*
εχω διαβασω την διαφημιση
εχω παω στην Ελλαδα πολλες φορες
- Incorrect use of the verb *οργανωνω* (να οργανωστω, οργανιζω, οργανω)
- Incorrect use of informal verbs eg *μου αρεσει τα ταξιδια, αρεσω τα παιδια*
- Incorrect use of the verb *πρεπει* (*πρεπω, πρεπεις*).

Section III – Writing in Modern Greek

Questions 13 (a) & (b)

In the better responses candidates demonstrated relevance of ideas, accuracy of vocabulary and sentence structures. They demonstrated the capacity to structure and sequence responses coherently and effectively. They demonstrated depth in the treatment of the task and manipulated language in an authentic manner.

In the weaker responses candidates did not address the requirements of the task at a satisfactory level. Common errors were evident, such as:

- Lack of agreement between noun and adjective, eg
- *το τελικο αγωνα, την καλυτερη μου σαββατοκυριακο, πανω απο τους μεγαλους πετρες*
- Incorrect use of adjective relating to nationality, eg *Ελληνα φαγητα*
- Incorrect use of case, eg *το γαμο εγινε την Κυριακη,*
πηγα στη συναυλια με τους γονεις μου
- Lack of agreement between article and noun, eg *ολοι οι οικογενεια μου*
- Incorrect use of the genitive case, eg *πηγα στο Νινο το συναυλια*
- Incorrect use of verb tenses, eg *δεν εχω δω, ειχα παω, αρεσω*

Questions 14 (a) & (b)

In the better responses candidates displayed depth and breadth in the treatment of the task. They also demonstrated an extensive knowledge and understanding of vocabulary, tense and syntax. Authenticity and creativity as well as the use of persuasive language were also evident in these responses.

In the weaker responses candidates demonstrated a satisfactory to elementary knowledge of vocabulary and sentence structures. They presented a range of ideas and attempted to use persuasive language but were not always able to structure a coherent answer. Common errors included:

- Incorrect use of register
- Lack of agreement between article and noun, adjective and noun
- Incorrect use of gender
- Incorrect use of auxiliary verbs.

Extension Oral Examination

In most responses candidates were able to express an opinion on all three questions and present a coherent argument. In the better responses candidates were able to articulate confidently a sophisticated argument using relevant examples to support their argument. These responses also included a high level of grammatical accuracy, extensive vocabulary and a variety of sentence structures.

In the average responses candidates attempted to present a coherent argument with some relevant ideas and examples. In some instances they did not sustain their argument or provide much depth in their responses which often included inaccuracies in grammar and vocabulary.

In the weaker responses candidates used very simple structures, limited vocabulary and tended to repeat the same points which were often irrelevant to the questions asked. These responses also included a number of incorrect phrases as well as phrases which were used out of context.

Question 1

In the majority of responses candidates agreed that parents should be strict and provided relevant examples to support their argument. In the better responses candidates explained their point of view in detail and with a great deal of sophistication. Their argument was sound, well expressed and well structured. In the weaker responses candidates tended both to agree and disagree with the statement without presenting and supporting a point of view.

Question 2

Responses to this question demonstrated a well presented, sound argument which was well supported by relevant examples of things candidates believed must remain constant in an ever changing world.

Question 3

In the better responses, candidates provided a detailed argument and demonstrated how courage is needed if one is to be an individual in society. With these responses, candidates supported their argument using effective structures and high grammatical accuracy. In the weaker responses candidates spoke about courage without linking this to being an individual.

Written Examination

Section I – Response to the prescribed text

Part A

In the majority of responses, candidates demonstrated a good understanding of the prescribed text and were able to discuss the issues arising in the specific song chosen for this question. The better responses tended to be analytical in nature while the weaker responses were descriptive.

Question 1

- (a) In the better responses candidates were able to discuss the issue of exploitation in terms of both the system and the individual. The majority of candidates were able to identify and discuss the issue in detail, including the reaction of the individual to the exploitation faced.
- (b) In the majority of responses, candidates were able to elaborate on the issue of superficiality of contemporary relationships and provided at least one reference to the text. In the weaker responses, candidates did not discuss the ironic tone ie that it is only these types of relationships that tend to survive in today's society.
- (c) In the better responses candidates demonstrated an understanding of the expression 'look ahead' and were also able to discuss this at a more sophisticated level, hence demonstrating a comprehensive and perceptive understanding of the phrase.
- (d) Although in most responses, candidates were able to discuss the emotions evoked by the song and to describe the melody, in the better responses candidates were able to demonstrate a connection between the emotions, the melody and the lyrics in a detailed and sophisticated manner. The weaker responses tended merely to provide a description of the melody without making the necessary link that the question demanded.

Part B

Question 2

Whilst most candidates' responses met the requirements of the task, a large number did not discuss one or more of the prescribed issues as the question required and instead focused on providing a historical account of the Asia Minor Catastrophe.

The better responses demonstrated a perceptive understanding of the prescribed text, making detailed references to the song. They were able to manipulate language with originality, creativity and flair and write for a specific purpose, as well as in the required text type. In addition, better responses were able to identify the issues as being: overcoming adversity, search for identity, and to a lesser extent, the concept of journey. More importantly they were able to link one or more of these with specific references from the text.

Weaker responses met the general requirements of the task by alluding to the song but did not discuss any of the three prescribed issues. They made reference to some of the dash-points under the prescribed issues, but not to the prescribed issues themselves. Teachers and students are reminded that the dash-points exist to suggest possible ways of viewing the prescribed issues, but are not mandated. The syllabus makes clear that texts and questions are linked to the prescribed issues alone.

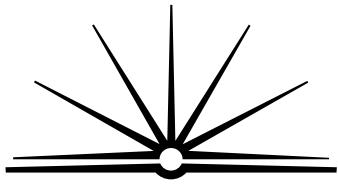
Section II – Writing in Modern Greek

Questions 3 & 4

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

In the weaker responses candidates attempted to develop a coherent argument and support it with examples. However, their responses were characterized by common errors, such as:

- Incorrect spelling of basic vocabulary relevant to the topic
- Inaccurate and confused use of pronouns
- Inaccurate use of the passive voice.



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NEW SOUTH WALES

2006 HSC Modern Greek Beginners Marking Guidelines — Listening Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Correctly describes the wallet	2
• Provides some relevant information	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• (B)	1



Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the reasons why Yianni feels angry	2
• Provides some relevant information	1

Question 4

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why the magazine would appeal to young people with detail	3
• Demonstrates some understanding of why the magazine would appeal to young people with some detail	2
• Provides some relevant information	1

Question 5

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of what makes this restaurant appealing	3
• Demonstrates some understanding of what makes this restaurant appealing	2
• Provides some relevant information	1

Question 6

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• The correct answer is (C)	1



Question 7

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of why one speaker has a better deal than the other	3
• Supports answer from the text	
• Demonstrates some understanding of why one speaker has a better deal than the other	2
• Supports answer with some references from the text	
• Provides some relevant information	1

Question 8

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the factors which made the trip successful for Markos	4
• Identifies some factors which made the trip successful for Markos	2–3
• Provides some relevant information	1



Question 9

Outcomes assessed: H3.1

MARKING GUIDELINES

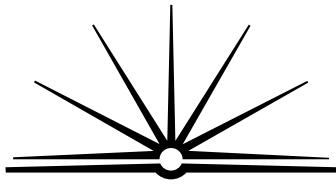
Criteria	Marks
• The correct answer is (A)	1

Question 10

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the reasons why Lucas would stay/will not stay at this job	5
• Supports answer with evidence from the text	
• Demonstrates a good understanding of the reasons why Lucas would stay/will not stay at this job	3–4
• Supports answer with evidence from the text	
• Provides some relevant information	1–2



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2006 HSC Modern Greek Beginners Marking Guidelines — Written Examination

Section I — Reading Skills

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

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

Question 2 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the fun elements of the celebration	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of the type of people Eleni's friends are	3
• Supports answer with references from the text	2
• Demonstrates some understanding of the type of people Eleni's friends are with some references from the text	1

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

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

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

Criteria	Marks
• Demonstrates a good understanding of how the grandmother can assist her granddaughter	3
• Demonstrates some understanding of how the grandmother can assist her granddaughter	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a thorough understanding of the grandmother's character with evidence from the text	5
• Demonstrates a good understanding of the grandmother's character with evidence from the text	3–4
• Identifies some aspects of the grandmother's character with evidence from the text	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of why Petros decided to become an actor	3
• Demonstrates some understanding of why Petros decided to become an actor	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a thorough understanding of the change in the family's reaction to his career choice	4
• Demonstrates a good understanding of the change in the family's reaction to his career choice	2–3
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a thorough understanding of Petro's successful acting career • Supports answer with detailed examples from the text	5
• Demonstrates a good understanding of Petro's successful acting career • Supports answer with examples from the text	3–4
• Provides some relevant information	1–2

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

Criteria	Marks
• Identifies the common elements in their attitudes	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a good understanding of why she will succeed	3
• Demonstrates some understanding of why she will succeed	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a thorough understanding of the differences between Marianna's and one other young person's plans	4
• Demonstrates a good understanding of the differences between Marianna's and one other young person's plans	3
• Provides some relevant information	1–2

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

Criteria	Marks
• Demonstrates a thorough understanding of the parents' feelings towards their sons' career choice	5
• Demonstrates a good understanding of the parents' feelings towards their sons' career choice	3–4
• Demonstrates some understanding of the parents' feelings towards their sons' career choice	2
• Provides some relevant information	1

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

Criteria	Marks
• The correct answer is (B)	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



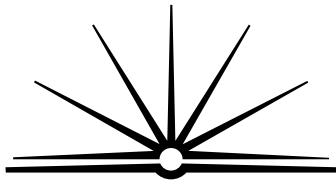
Section II (continued)

Questions 7–9

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



BOARD OF STUDIES
NEW SOUTH WALES

2006 HSC Modern Greek Continuers Marking Guidelines — Written Examination

Section I — Listening and Responding

Question 1

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Identifies the purpose of this announcement with some detail	2
• Provides some relevant information	1

Question 2

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the reasons why Yianni should return Alexander's call	2
• Provides some relevant information	1



Question 3

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of the change in Tasia's reaction	2
• Provides some relevant information	1

Question 4

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Summarises the main points made in this news item	3
• Demonstrates some understanding of the main points made in this news item	2
• Provides some relevant information	1

Question 5

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a good understanding of why she decides to buy the electronic game	3
• Identifies the fact she is left with NO other options	
• Demonstrates some understanding of why she decides to buy the electronic game	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a thorough understanding of what kind of person would make an ideal partner for Kosta	3
• Demonstrates some understanding of what kind of person would make an ideal partner for Kosta	2
• Provides some relevant information	1

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

Criteria	Marks
• The correct answer is (B)	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of the similarities and differences in the parents' attitude	4
• Demonstrates a good understanding of the similarities and differences in the parents' attitude	3
• Demonstrates some understanding of the similarities and/or differences in the parents' attitude	2
• Provides some relevant information	1



Question 9

Outcomes assessed: H3.1, H3.2

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive and comprehensive understanding of Ari's suitability• Supports answer with examples	5
<ul style="list-style-type: none">• Demonstrates a good understanding of Ari's suitability• Supports answer with examples	4
<ul style="list-style-type: none">• Demonstrates some understanding of Ari's suitability• Supports answer with some examples	2–3
• Provides some relevant information	1

**Section II — Reading and Responding****Part A****Question 10 (a)***Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• The correct answer is (D)	1

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

Criteria	Marks
• Demonstrates a good understanding of how Bill's life has changed	3
• Demonstrates some understanding of how Bill's life has changed	2
• Provides relevant information	1

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

Criteria	Marks
• Demonstrates a comprehensive understanding of the character of the writer	4
• Demonstrates a good understanding of the character of the writer	3
• Demonstrates some understanding of the character of the writer	2
• Provides some relevant information	1

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

Criteria	Marks
• Demonstrates a thorough understanding of the Professor's findings	2
• Demonstrates some understanding of the Professor's findings	1

Question 11 (b)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of Yiannis point of view	3
• Demonstrates some understanding of Yiannis point of view	2
• Provides some relevant information	1

Question 11 (c)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of the appropriateness of the title	3
• Demonstrates some understanding of the appropriateness of the title	2
• Demonstrates a limited understanding of the appropriateness of the title	1

Question 11 (d)*Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a thorough understanding of Electra's passionate response • Supports answer with evidence from the text	4
• Demonstrates a good understanding of Electra's passionate response • Supports answer with evidence from the text	2–3
• Provides some relevant information	1

**Question 11 (e)***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a thorough understanding of the differences among the three responses• Supports answer with evidence from the text	5
<ul style="list-style-type: none">• Demonstrates a good understanding of the differences among the three responses• Supports answer with evidence from the text	4
<ul style="list-style-type: none">• Demonstrates some understanding of the differences among the three responses• Supports answer with evidence from the text	2–3
• Provides some relevant information	1



Section II — Reading and Responding

Part B

Question 12

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

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, H2.2, 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



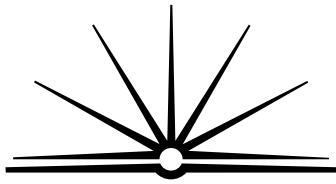
Section III (continued)

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, reflect 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, reflect 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



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2006 HSC Modern Greek Extension Marking Guidelines — Written Examination

Section I — Response to Prescribed Text

Part A

Question 1 (a)

Outcomes assessed: H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the significance of exploitation in these lines	3
• Demonstrates some understanding of the significance of exploitation in these lines	2
• Demonstrates a limited understanding of the significance of exploitation	1

Question 1 (b)

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

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of the way contemporary relationships are portrayed in these lines	3
• Uses appropriate examples	
• Demonstrates some understanding of the way contemporary relationships are portrayed in these lines	2
• Uses appropriate examples	
• Demonstrates a limited understanding of the way contemporary relationships are portrayed in these lines	1

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

Criteria	Marks
• Demonstrates a comprehensive and perceptive understanding of the suggestion made in the song to ‘look ahead’	4
• Demonstrates a good understanding of the suggestion made in the song to ‘look ahead’ • Supports answer with references from the song	3
• Demonstrates some understanding of the suggestion made in the song to ‘look ahead’ • Supports answer with some references from the song	2
• Demonstrates a limited understanding of the suggestion made in the song to ‘look ahead’	1

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

Criteria	Marks
• Demonstrates a perceptive understanding of the emotions which are evoked by this song • Provides links between these emotion and the melody and lyrics of the song	5
• Demonstrates a good understanding of the emotions which are evoked by this song • Provides links between these emotion and the melody and lyrics of the song • Supports answer with examples	3–4
• Demonstrates a basic understanding of the emotions which are evoked by this song • Provides a basic link between these emotions and the melody and lyrics of this song	1–2

**Section I — Response to Prescribed Text****Part B****Question 2***Outcomes assessed: H2.1***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 and 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