

## 2009 HSC Modern Greek Continuers Marking Guidelines — Written Examination

### Section I — Listening and Responding

#### Question 1

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

##### MARKING GUIDELINES

Criteria	Marks
• Identifies with detail what the parents are discussing	2
• Identifies what the parents are discussing	1

#### Question 2

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

##### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of who is likely to benefit from this announcement	3
• Demonstrates some understanding of who is likely to benefit from this announcement	2
• Identifies some relevant information	1

### Question 3 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• (D)	1

### Question 3 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Correctly identifies the contact number of the company	1

### Question 4

*Outcomes assessed: H3.1, H3.2, H3.3, H3.4, H3.5, H3.6*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of what the conversation reveals about both speakers	4
• Demonstrates a good understanding of what the conversation reveals about both speakers	3
• Demonstrates some understanding of what the conversation reveals about both speakers OR • Demonstrates a good understanding of what the conversation reveals about either speaker	2
• Identifies some relevant information	1

### Question 5

*Outcomes assessed: H3.1, H3.2, H3.3, H3.4, H3.5*

#### MARKING GUIDELINES

Criteria	Marks
• Writes an appropriate postcard including all relevant information in comprehensible Greek	4
• Writes an appropriate postcard including some relevant information in comprehensible Greek	2–3
• Attempts to write an appropriate postcard	1

### Question 6

*Outcomes assessed: H3.1, H3.2, H3.3, H3.4, H3.5, H3.6*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a thorough understanding of how this candidate persuades the students to vote for her with detailed examples from the text	5
• Demonstrates a sound understanding of how this candidate persuades the students to vote for her with some examples from the text	3–4
• Demonstrates some understanding of how this candidate persuades the students to vote for her with limited examples from the text	2
• Demonstrates a limited understanding of how this candidate persuades the students to vote for her	1

### Question 7

*Outcomes assessed: H3.1, H3.2, H3.3, H3.4, H3.5, H3.6*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the attitudes of the two speakers with detailed evidence of the change supported by examples	5
• Demonstrates a good understanding of the attitudes of the two speakers with evidence of the change supported by examples	4
• Demonstrates sound understanding of the attitudes of the two speakers with evidence of the change and some examples	3
• Demonstrates some understanding of the attitudes of the two speakers	2
• Demonstrates a limited understanding of either speaker	1

## Section II — Reading and Responding

### Part A

#### Question 8 (a)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of what caused the shock	3
• Demonstrates a good understanding of what caused the shock	2
• Demonstrates some understanding of what caused the shock	1

#### Question 8 (b)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of how Victoria's experience can bring about change	2
• Demonstrates some understanding of how Victoria's experience can bring about change	1

#### Question 8 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of how the title reflects the point of view of the editor	3
• Demonstrates a good understanding of how the title reflects the point of view of the editor	2
• Demonstrates a limited understanding of how the title reflects the point of view of the editor	1

### Question 9 (a)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a comprehensive understanding of how the father's tone is conveyed in his letter	4
• Demonstrates a good understanding of how the father's tone is conveyed in his letter	3
• Demonstrates some understanding of how the father's tone is conveyed in his letter	2
• Provides some relevant information	1

### Question 9 (b)

*Outcomes assessed: H3.1*

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of how the son has been affected	3
• Demonstrates a good understanding of how the son has been affected	2
• Demonstrates some understanding of how the son has been affected	1

### Question 9 (c)

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

#### MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of Aristides' personality with detailed references from the text.	5
• Demonstrates a sound understanding of Aristides' personality with some reference to the text	3–4
• Demonstrates some understanding of Aristides' personality with limited reference to the text	2
• Provides some relevant information	1

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

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the extent to which Victoria is responsible for her own downfall as presented in Letter 1 and Letter 2	5
• Demonstrates a thorough understanding of the extent to which Victoria is responsible for her own downfall as presented in Letter 1 and Letter 2	4
• Demonstrates a good understanding of the extent to which Victoria is responsible for her own downfall as presented in Letter 1 and Letter 2	3
• Demonstrates some understanding of the extent to which Victoria is responsible for her own downfall as presented in Letter 1 and Letter 2	2
• Provides some relevant information	1

## Section II — Reading and Responding

### Part B

#### Question 10

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

#### MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Responds to the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Responds to most of the information, ideas and/or opinions of the text (includes main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text (includes points)</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>	1–3

## Section III — Writing in Modern Greek

### Question 11

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

#### MARKING GUIDELINES

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



## Section III (continued)

### Question 12

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

#### MARKING GUIDELINES

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

# Modern Greek Continuers

## 2009 HSC Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
<b>Oral Examination</b>			
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4, H2.1, H2.3
<b>Written Examination</b>			
<b>Section I — Listening and Responding</b>			
1	2	Relationship — conversation	H3.1, H3.2
2	3	Announcement — lifestyles	H3.1, H3.2, H3.3
3 (a)	1	School experience — conversation	H3.1
3 (b)	1	School experience — conversation	H3.1
4	4	Relationships — telephone conversation	H3.1, H3.2, H3.3, H3.4, H3.5, H3.6
5	4	Relationships — conversation	H3.1, H3.2, H3.3, H3.4, H3.5
6	5	School experience — speech	H3.1, H3.2, H3.3, H3.4, H3.5, H3.6
7	5	People and events — interview	H3.1, H3.2, H3.3, H3.4, H3.5, H3.6
<b>Section II — Reading and Responding</b>			
<b>Part A</b>			
8 (a)	3	Editorial — people and events	H3.1
8 (b)	2	Editorial — people and events	H3.1, H3.2
8 (c)	3	Editorial — people and events	H3.1, H3.2
9 (a)	4	Letter — youth issues	H3.1, H3.2
9 (b)	3	Letter — youth issues	H3.1, H3.2
9 (c)	5	Letter — youth issues	H3.1, H3.2
9 (d)	5	Letter — youth issues	H3.1, H3.2
<b>Section II — Reading and Responding</b>			
<b>Part B</b>			
10	15	Relationships — web page / email	H1.2, H1.3, H3.1
<b>Section III — Writing in Modern Greek</b>			
11 (a)	5	Relationships — note	H2.1, H2.2, H2.3
11 (b)	5	Lifestyle — note	H2.1, H2.2, H2.3
12 (a)	10	Special traditional — speech	H2.1, H2.2, H2.3
12 (b)	10	School experience — speech	H2.1, H2.2, H2.3