



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

2011 Modern Greek Extension HSC Examination 'Sample Answers'

When examination committees develop questions for the examination, they may write 'sample answers' or, in the case of some questions, 'answers could include'. The committees do this to ensure that the questions will effectively assess students' knowledge and skills.

This material is also provided to the Supervisor of Marking, to give some guidance about the nature and scope of the responses the committee expected students would produce. How sample answers are used at marking centres varies. Sample answers may be used extensively and even modified at the marking centre OR they may be considered only briefly at the beginning of marking. In a few cases, the sample answers may not be used at all at marking.

The Board publishes this information to assist in understanding how the marking guidelines were implemented.

The 'sample answers' or similar advice contained in this document are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

Section I — Response to Prescribed Text

Part A

Question 1 (a)

Sample answer:

She is proud of her background, stressing that it is a meal from Asia Minor. She is also proud of the fact that her son cooked it.

Question 1 (b)

Sample answer:

The priest and the teacher represent authority figures and the keepers of Greek conservatism. The priest's demand that Fanis goes to holy communion and attends Sunday school reveals a condescending attitude towards Greeks from Asia Minor. The teacher's comment that Fanis should get out of the kitchen also reveals her role as that of an authority on raising children, albeit misguided. Both of them serve the purpose of highlighting the conservative elements of Greek society.

Question 1 (c)

Sample answer:

The lack of music allows the viewer to concentrate on the seriousness of the dialogue. The plentiful use of light provides a contrast to the seriousness of the mood and the dialogue. The use of the camera focusing on close-ups and faces angled from above and below further reinforce social hierarchy issues.

Question 1 (d)

Sample answer:

The issue of tolerance of difference is explored in these scenes through the representation of Fanis as a Greek boy cooking which goes against the grain of the Greek male stereotype. This is in fact a direct contradiction to the grandfather's inclusive philosophy on life and cooking eg encouraging Fanis to play with a Turkish girl and to cook using a variety of spices. Another aspect of tolerance of difference is the issue of prejudice against the Greeks from Constantinople who are being referred to as Turks while in Greece, and as Greeks while in Turkey. Further reference to the issue of tolerance of difference is seen at the train station when the family is being deported. The dramatic music and close-ups show emotional upheaval, whereas the harsh treatment by the Turkish authorities indicates the fact that they are foreigners and not wanted or accepted.