

2012 HSC Notes from the Marking Centre – Modern Greek

Contents

Introduction.....	1
General comments	1
Preparing for the Beginners/Continuers oral examinations	2
Modern Greek Beginners.....	2
Oral examination.....	2
Written Examination.....	3
Modern Greek Continuers	4
Oral Examination.....	4
Written Examination.....	5
Modern Greek Extension.....	8
Oral Examination.....	8
Written Examination.....	8

Introduction

This document has been produced for the teachers and candidates of the Stage 6 courses in Modern Greek. It contains comments on candidate responses to the 2012 Higher School Certificate examinations, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabuses, the 2012 Higher School Certificate examinations, the marking guidelines and other support documents developed by the Board of Studies to assist in the teaching and learning of Modern Greek.

General comments

Teachers and candidates should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires candidates to respond by integrating their knowledge, understanding and skills developed through studying the course.

Candidates need to be aware that the marks allocated to the question and the answer space (where this is provided on the examination paper) are guides to the length of the required response. A longer response will not in itself lead to higher marks. Writing far beyond the space allocated may reduce the time available for answering other questions.

Candidates need to be familiar with the Board's [Glossary of Key Words](#), which contains some terms commonly used in examination questions. However, candidates should also be aware that not all questions will start with or contain one of the key words from the glossary. Questions such as 'how?', 'why?' or 'to what extent?' may be asked, or verbs that are not included in the glossary may be used, such as 'design', 'translate' or 'list'.

With regard to dictionary use, candidates are reminded to contextualise the meaning from the choices given in the dictionary. When looking for an English equivalent, candidates must ensure that they choose the correct equivalent part of speech as well as the most appropriate meaning. Candidates are reminded to cross-reference words from the English–Greek dictionary with their complements in the Greek–English dictionary.

Preparing for the Beginners/Continuers oral examinations

Detailed advice is provided on the Board's website for teachers and students about the nature and conduct of the HSC oral examinations at

www.boardofstudies.nsw.edu.au/syllabus_hsc/languages.html.

However, teachers and students are reminded that:

- Questions will relate to the candidate's personal world as it relates to the prescribed topics in the syllabus.
- Neither the number of questions nor the number of topics covered by the examination is predetermined. The examiner may ask questions that relate to a previous response made by the candidate or introduce a new topic.
- Candidates should answer each question ONLY with information related specifically to the question asked.
- Candidates who attempt to dominate the conversation with long, rote-learned monologues will be interrupted by the examiner at an appropriate moment.
- Candidates will be asked questions which relate to past, present and future experience.
- If candidates do not understand a question, they may ask for the question to be repeated, clarified or rephrased in the language being examined. Candidates should NOT ask the examiner to translate words or questions.
- Candidates should NOT identify themselves, their teachers or their schools to the examiner.

Modern Greek Beginners

Oral examination

In better responses, candidates understood the variety of questions asked, such as open/closed, recall/informational, comparative and those that required an opinion. They also manipulated the tenses and conversed with ease, exchanging relevant information and demonstrating an excellent knowledge of various language structures and vocabulary.

A number of candidates found it difficult to respond to comparative questions and to questions which required them to express an opinion.

Some common areas of difficulty were in the use of the verbs μου αρέσει and χρειάζομαι and in the lack of agreement between articles, adjectives and nouns. Verb tenses were incorrectly used throughout the conversation and some candidates could not conjugate verbs in the past and the future, eg Εσύ μαγειρεύεις; Ναι μαγειρεύεις. Η μπαμπάς μου είναι μηχανικοί.

Candidates are reminded that they need to be aware of the different types of questions that they can expect relating to their personal world, as specified in the syllabus.

Written Examination

Section I – Listening

In better responses, candidates answered the questions well by identifying the required pieces of information and by demonstrating a good understanding of the texts. Many candidates correctly identified the answers to Questions 1, 4, and 6(a). In Question 6(b), they also correctly identified that Eleni was in trouble because she was holding a camera, a drink and was wearing shorts.

In weaker responses, candidates only provided some relevant information, for example in Question 2 candidates did not mention that Maria was asking for permission to remain in the city. Other significant errors were noted in Question 3 with the telephone number, the lost book and the due date. Similarly in Question 7, although candidates identified the reporter's emotions by using adjectives, they did not support this fully by making reference to the text to support their argument. In addition, many candidates did not identify the changes apparent in the reporter's emotions. In Question 8, candidates had difficulty identifying the four main points: break is only 10 minutes, closed shoes should be worn, food/drink taken from the store should be paid for and own food can be refrigerated.

Candidates are reminded to read all questions carefully and to ensure that all necessary detail has been included in their answers. It is important to note that translation or rephrasing of the spoken text may not be sufficient to answer the question. Information contained in the text needs to be interpreted.

Candidates must ensure that all relevant information contained in the notes column is transferred to the lined section of the examination paper if they want this information to be considered as part of their response.

Section II – Reading

Questions 9, 10, 11, 12 and 13

In better responses, candidates responded to the questions by providing all necessary information required to demonstrate a good understanding of the texts. They gave appropriate examples to support their answers. In Question 10, most candidates correctly identified the weather patterns in Athens, Crete, Rhodes and Thessaloniki. In Question 11, candidates identified the positive and negative aspects of Georgia's evening. In better responses to Question 13 (a), most candidates identified the initial preferences of each character in regards to moving house.

In weaker responses, candidates often summarised the text without actually relating their answer to the specific question asked. This was evident in Question 12 (c) where candidates were to discuss how successful each character was in their search for fulfilment. Many candidates did not show development or discuss each character equally.

Candidates need to read all questions carefully and to note the mark value and the number of lines in the short answer questions, which provide candidates with an indication of the length of the required response. Some questions will require the direct translation of material while other questions will ask for information to be interpreted in some way. In every case, it is essential that candidates answer the question asked and refrain from including large amounts of extraneous material.

Section III – Writing

Question 14

Overall, candidates communicated ideas and information appropriate to the audience, purpose and context. Most candidates wrote a short message to a friend and demonstrated good knowledge of Greek vocabulary and language structures required for the task.

Question 15

Overall, candidates responded well to the task of writing an article for the yearbook about a recent overseas trip and communicated relevant ideas appropriate to audience, purpose and context.

In better responses, candidates organised information and ideas coherently and applied appropriate language structures and vocabulary to answer the question.

In weaker responses, candidates showed limited evidence of ability to organise their ideas coherently and creatively.

Question 16

Most candidates understood the questions asked of them and answered appropriately.

Most candidates attempted Question 16 (a) and successfully answered the question, writing an email to a friend describing how they celebrated New Year's Eve. The candidates who attempted Question 16 (b) wrote an email describing an unusual day to a cousin, using appropriate language structures and grammatical concepts.

In better responses to both questions, candidates presented and developed original ideas, information and opinions that were relevant to context, purpose and audience. They organised information and ideas and demonstrated some knowledge of a variety of Greek vocabulary, language structures and features.

In weaker responses, candidates presented some information relevant to the task, but often did not expand on their answers. Candidates are reminded that all aspects of the question need to be addressed and to pay closer attention to grammar and syntax.

Modern Greek Continuers

Oral Examination

Most candidates understood the questions asked of them and answered appropriately. Candidates were asked questions relating to their Personal World and responded with various degrees of effectiveness.

In better responses, candidates demonstrated effective use of idiomatic expressions as well as a high level of grammatical accuracy, extensive and sophisticated vocabulary, depth of response and higher order thinking. These candidates responded well to a variety of question styles that included open/closed, recall/informational, comparative, hypothetical and reflective. They justified their opinions effectively and demonstrated skills in using the correct language structures when talking about the past, present and future.

In weaker response, candidates did not manipulate language skilfully or creatively, nor did they use appropriate language structures and grammatical concepts. These responses were

characterised by the use of wrong article, gender agreement and case. Passive verbs such as χρειάζομαι were wrongly conjugated and impersonal verbs such as πρέπει were also incorrectly used as was the verb μου αρέσει. They also demonstrated quite a few anglicisms in their expressions such as όλη τη φορά, είμαστε στενοί, δεν είμαι και πολύ μεγάλος στο διάβασμα.

Candidates' inability to use the genitive case even in basic situations, eg είμαι δεκατρία χρονών, στα φίλους σπίτι etc, indicates that they needed to revise these structures more thoroughly.

Examples of good manipulation of language include:

- Έχουμε κοινά ενδιαφέροντα αν και διαφωνούμε κάποιες φορές
- Παίζω πετόσφαιρα
- Η μητέρα μου είναι δημόσιος υπάλληλος
- Όταν οι φίλοι μου έρχονται στο σπίτι σέβονται τους γονείς
- Είμαι μοναχοκόρη και αγαπώ την μοναξιά μου
- Μου αρέσει ο συνδυασμός χρωμάτων του δωματίου μου
- Θέλω να σπουδάσω λογοθεραπεία
- Η κυρία είναι υπομονετική, φιλική καθηγήτρια και γνωρίζει πολύ καλά το μάθημά της
- Ο πατέρας μου είναι εδώ, υψηλόβαθμο στέλεχος σε μεγάλη, πολυεθνική εταιρεία.

Written Examination

Section I – Listening and Responding

In better responses, candidates demonstrated a thorough understanding of the spoken texts and deduced meaning from both the content-related questions and the evaluative questions. These candidates also provided textual evidence to support their answers, either in the form of specific words or phrases, or through references from the text. This was evident in Questions 5 and 6, where candidates were required to support their responses by providing contextual references. Similarly, in better responses to Questions 7 and 8, candidates identified and discussed techniques employed by the speakers as well as content.

In weaker responses, candidates generally translated parts of the text without demonstrating the ability to interpret and evaluate information. In Question 2, candidates needed to identify the location of the weather report, but many could not translate νοτιοανατολική Αυστραλία. In Question 4, candidates did not compare the television viewing habits of children, but simply listed what they heard.

Candidates are advised to listen to the texts carefully and identify the words correctly in order for their response to address the requirements of the question.

Section II – Reading and Responding

Part A

Question 9

Overall, candidates responded very well to this question. In weaker responses to part (a), candidates did not state that Matina stayed at her cousin's house.

Parts (b) and (c) were answered well by the candidates.

In weaker responses to part (d), candidates did not address the change in Matina's attitude towards her stay in Australia. Most candidates focused on Matina's positive experience in Australia.

Question 10

In the best responses, candidates understood the passage and responded well to both content related and evaluative questions. These responses demonstrated a good understanding of part (a) and (b).

Weaker responses did not identify the "news" about Eleni in the passage.

In part (c), the weaker responses did not justify their responses with examples from the text.

In part (d), the weaker responses found it challenging to show how, through the use of language and content, Athena was able to elicit the grandmother's response.

Part B

Question 11

In the best responses, candidates expressed their own opinion on the topic by incorporating their own personal experiences. They also addressed the main points set out in the stimulus material: How much are eating habits of adults a product of their childhood experiences? How does the above issue affect them? reference to an alternative experience of a friend, views/opinions on the issue and their own experiences. These responses demonstrated an excellent understanding of the whole text as well as the ability to manipulate Greek language authentically and creatively to meet the requirements of the task.

In weaker responses, candidates mainly addressed the issues as expressed in the title without focusing on the main requirement of the task, which was to express an opinion regarding the degree to which our eating habits as adults are a product of our childhood experiences. They demonstrated some degree of knowledge and understanding of vocabulary and sentence structures, which were predominantly simple. Some of the language weaknesses included:

- a lack of agreement between the article, noun and adjective, eg η γονεις, τα παιδια ειναι βαρντερος
- sentence structures, eg ολο τον κοσμο γινουν αρρωστο
- inability to use cases appropriately
- impersonal verbs, eg πρεπεις να πεις, πρεπετε να φαμε, πρεπουμε να ειμαστ
- tenses (in particular continuous past tense), eg μου προσφορεσαν ψαρι, αν τα εφαγα ολα θα παχυνα
- confusion between some consonants of the Greek alphabet, eg χερουμε, πιμοουμε, συμθωνω, υπερηθανη, δεν χερο, αφστιρη
- anglicism, eg ειναι σαν να ρωτας να βαζεις βαρος
- incorrect use of dictionary, eg εγω ειμαι διασταση δωδεκα, η διαταξη πρεπει ν'αλλαξει ο κανονας
- verb endings, eg ειχαι, να τρω, εκτιμαμαι
- inability to use the passive voice correctly eg να μοιρασω τες δεκες μου εμπειριες, χρειαζει να εχει καλη διατροφη, το σωμα χρειαζει φαϊ.

Section III – Writing in Modern Greek

Question 12

In better responses, candidates wrote effectively and appropriately in relation to the audience, purpose and context of the task. These candidates manipulated Greek vocabulary, language structures and features authentically and creatively relevant to the task.

In weaker responses, candidates demonstrated some awareness of the audience, purpose and context of the task. They did not manipulate language in a sophisticated manner and used simple language structures and vocabulary. These responses were characterised by grammatical and syntactical errors. The majority of responses demonstrated the use of appropriate register.

Some common errors were:

- a lack of agreement between the article and the noun and the adjective and the noun, eg η βαλιτσες, πολυ αγαπη, στην Παρος που ειναι πανεμορφη μερος
- inability to use cases appropriately, eg με η γονεις μου
- sentence structures, eg τις μερας μας
- tenses, eg δεν σου εχω μιλησω, χαλαροθηκα
- confusion between some consonants of the Greek alphabet, eg επειθεις, φιλεναθα
- impersonal verbs, eg πρεπουμε
- Anglicisms, eg γραψτε με πισω
- incorrect use of dictionary, eg θα φερω θερμαστρα για να δω
- inability to use the past tense correctly, eg για μια βδομαδα κολουπησα, εφαγα...
- verb endings, eg εισε
- a lack of distinction between the article η and the conjunction η egοι να ποω.

Question 13 (a) and (b)

In better responses, candidates wrote effectively and appropriately for the audience, purpose and context of the task. These candidates manipulated Greek language structures creatively and authentically, and sequenced and structured ideas and information effectively and coherently. Furthermore, there was evidence of the ability to reflect and express feelings using more sophisticated vocabulary with some colloquialisms, eg έλεος! Προς θεού!

In weaker responses, candidates understood the requirement of the task and demonstrated some knowledge of vocabulary and sentence structures. These candidates; however, found it difficult to reflect on their feelings due to inadequate knowledge of appropriate language structures and vocabulary. There was also evidence of poor dictionary use, such as δεν θα έχεις καμμία τυψη instead of δε θα το μετανιώσεις or η ζωή είναι κυκλοφορημένη instead of η ζωή είναι πολυάσχολη.

Candidates are asked to note the following issues:

- appropriate register for a letter opening, eg *Αγαπητή μου Μαρία* rather than *Αγαπητέ μου Μαρία*
- agreement between the article, adjective and noun, eg η κοντινή γοίτονες instead of οι κοντινοί γείτονες
- verb endings and noun endings, eg φύγο instead of φύγω, το κινητώ instead of το κινητό
- double consonants such as ψ and ξ, egάναπσα instead of άναψα, κσύλα instead of ξύλα
- the distinction between present and active voice verbs, eg δε χρειάζα instead of δε χρειαζόμουνα

- Anglicisms, eg *έχω έρθω πίσω σ'ένα κομμάτι, τη φρείζα*
- the distinction between the adjective (*πολύς, πολλή, πολύ*) and adverb *πολύ* eg *με πολύ αγάπη* instead of *με πολλή αγάπη*.

Modern Greek Extension

Oral Examination

In the best responses, candidates presented and developed a logical and well-structured argument within the time allocation. They communicated relevant ideas and information using sophisticated vocabulary with a high level of grammatical accuracy.

In mid-range responses, candidates presented and developed a logical argument and communicated their ideas and information with some degree of fluency and grammatical accuracy.

In weaker responses, candidates attempted to present an argument. They communicated their ideas and information in comprehensible language. These responses, however, contained repetitions, many grammatical inaccuracies, simple vocabulary and language structures, and numerous anglicisms.

Question 1

In better responses, candidates discussed the idea of parents having the final say regarding their children's choices, eg:

- οι γονείς δεν μπορούν να είναι θεατές, πρέπει και οφείλουν να συμβουλεύουν το παιδί τους και να εκφράζουν ελεύθερα τη γνώμη τους σ' αυτό.
- Μπορούμε να μάθουμε από τα λάθη του.

Question 2

In better responses, candidates presented a logical argument about the reasons that young people in Australia should be optimistic and made comparisons with other countries.

Weaker responses were characterised by repetitions, frequent pauses, incomplete sentences and limited vocabulary.

Candidates are reminded that they must make maximum use of the preparatory time allocated to develop a well-structured argument with relevant information and examples.

Written Examination

Section I – Response to Prescribed Text

Part A

Question 1

Overall, candidates demonstrated a good understanding of the film.

- (a) In better responses, candidates demonstrated a good understanding of the grandfather's quote, with reference to scene 1.
In weaker responses, candidates demonstrated a basic understanding of the grandfather's quote and did not elaborate.

- (b) In better responses, candidates demonstrated a good understanding of Fanis as depicted in these two scenes. They understood the important role that the grandfather played in developing his identity.
- (c) In better responses, candidates demonstrated understanding of the effect that the use of both Greek and Turkish in these two scenes had on the lives of Fanis and his family. In weaker responses, candidates did not make reference to both of the scenes.
- (d) In better responses, candidates referred to a variety of film techniques, such as panning shots, panoramic shots, music and close-up shots, and related them back to the issue of culture and tradition.
- (e) In better responses, candidates demonstrated perceptive understanding of how the issue of gender roles is presented in both of the scenes. Examples that students referred to included:
- Scene 1 – Dorothea’s need to please the potential groom through her culinary skills, (a norm of the time)
 - Scene 2 – Sultana’s submissive role in the household.
- In weaker responses, candidates demonstrated some understanding of the issue, but did not engage in a detailed analysis of the two scenes presented to them.

Part B

Question 2

In the best responses, candidates demonstrated a perceptive and sensitive understanding of the prescribed text using well-chosen references from the film. They identified with the character of Fanis and rewrote the script for the scene at the train station, persuading Saime to change her mind and stay with Fanis. They were creative and original in their responses. They also organised information and ideas well, manipulated language authentically and used sophisticated vocabulary.

In weaker responses, candidates recounted some details or provided some relevant information from the extract without making reference to the film as a whole. These responses were characterised by a satisfactory control, but a lack of creativity, in the use of vocabulary and sentence structures.

Candidates are reminded that, in order to demonstrate a perceptive understanding of the prescribed text in this particular question, they will need to display knowledge of the issues explored in the film and provide detailed references, either directly or indirectly, to support their argument.

Section II – Writing in Modern Greek

Questions 3 and 4

In better responses, candidates developed and presented a sophisticated and coherent argument expressing their point of view and supporting it with relevant examples. They wrote effectively and perceptively for a specific audience, context and purpose. Their responses were characterised by depth and breadth in the way they treated their ideas. Candidates demonstrated a high level of grammatical accuracy, fluency and sophistication of vocabulary and sentence structures (ειδικά σε μία πολυπολιτιστική κοινωνία/ χώρα όπως αυτή της Αυστραλίας, είναι πολύ σημαντικό να ανεχόμαστε τις διαφορές μεταξύ διαφόρων λαών και θρησκευμάτων).

In weaker responses, candidates showed an understanding of the requirement of the task and attempted to develop a coherent argument. They addressed the topic with only some relevant information, including repetitions, supporting their responses with examples, some of which were irrelevant to the topic. These responses also reflected poor dictionary skills and difficulty in manipulating language structures accurately and creatively. Some examples of common errors included:

- lack of agreement between the article, adjective and noun, eg έχουμε την ίδια σκόποι, instead of έχουμε τον ίδιο σκοπό
- use of the genitive case, eg της διαφορετικότητας instead of της διαφορετικότητας, τη γνώμη από κάποιον instead of τη γνώμη κάποιου
- impersonal verbs, eg Εμείς η άνθρωπη πρέπει να αγαπάμε τον καθένα άνθρωπο instead of εμείς οι άνθρωποι πρέπει να αγαπάμε τον κάθε άνθρωπο
- incorrect use of verb tenses, eg να διαφορίζομαστε (να διαφέρουμε), εινάει (είναι), να σέβουν (σέβονται) τη γνώμη τους, τους ανέχουν (ανέχονται), μπορούμαστε (μπορούμε), πολεμόμαστε(πολεμάμε).