Modern Greek Beginners

Stage 6

Draft Syllabus Package

Consultation Period
26 April – 3 June 2005
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Modern Greek Beginners Draft HSC Specimen Paper
   Introduction
   Draft HSC Written Examination
   Draft HSC Listening Transcript
   Draft Marking Guidelines and Mapping Grid
   Draft Performance Bands
Background Information

The preparation of this draft syllabus package is the third step in the revision of the *Modern Greek Beginners Stage 6 Syllabus*.

The first step was an evaluation of the existing syllabus with an evaluation report being submitted to the Board of Studies in June 2004. The second step was the development of a framework for Languages Beginners Stage 6 syllabuses for consultation and endorsement by the Board of Studies. This framework was developed in collaboration with the Senior Secondary Assessment Board of South Australia (SSABSA) and based on national and international research. This involved:

- distribution to all schools of the draft framework and accompanying survey in September 2004
- quantitative and qualitative analysis of the survey by a group of practising teachers
- submissions associated with the draft framework
- meetings with teachers and key interest groups.

Following consultation, the draft framework was revised to address a variety of issues raised by teachers and the amended version then became the basis for the writing of draft syllabuses in eight languages. The evaluation report and the endorsed framework are published on the Board’s website.

Consultation will continue to be of vital importance as the program of syllabus revision proceeds towards publication of the new *Modern Greek Beginners Stage 6 Syllabus* for implementation in the 2007 Preliminary course.

Teachers are encouraged to provide feedback on the draft syllabus package by completing the accompanying survey and/or submitting a separate response.

In addition to the draft syllabus, this package includes a draft HSC specimen paper, including draft performance bands.

The draft HSC specimen paper has been included to illustrate ways in which assessment items can be linked to course outcomes. When the syllabus is finalised it will be accompanied by a specimen HSC paper.

The draft performance bands have been included to allow teachers to consider the way in which student performance will be reported. These draft performance bands will continue to undergo refinement until the end of 2008 when the final bands will be used to report the performance of students who undertake the HSC examination in that year.

Design of the Modern Greek Beginners Stage 6 Draft Syllabus

The preparation of the draft syllabus has been in accordance with the *Framework for Stage 6 Languages Beginners Syllabuses*. Consultation on the *Modern Greek Beginners Stage 6 Draft Syllabus* will provide teachers and others with the opportunity to comment on how the requirements of the framework apply to the *Modern Greek Beginners Stage 6 Syllabus*. 
Specific Issues to be considered during Consultation on the Draft Syllabus

During consultation on the draft framework and the development of the draft syllabuses, several issues were identified and addressed.

These issues included:

• the descriptions of the objectives
• the clarity of the outcomes
• the appropriateness of the topics and texts
• the prescription of character lists for Chinese and Japanese
• the use of dictionaries in external examinations
• the length of oral and written sections of the external examinations.

The survey that accompanies this draft syllabus package restates these issues and provides opportunities for teachers and others to comment on each matter.

The Board’s Syllabus Development Process

The Board’s syllabus development process uses a project management approach and involves four phases – syllabus review, writing brief development, syllabus development and implementation. It provides opportunities for wide consultation with teachers and other interest groups in order to receive the highest quality advice from across the education community.

The process and timelines for the development of the syllabus are provided below.
### Timeline for the Development of the Syllabus Package for Modern Greek Beginners

<table>
<thead>
<tr>
<th>Steps in the Syllabus Development Process</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Syllabus Review</strong></td>
<td></td>
</tr>
<tr>
<td>Board Curriculum Committee established to monitor the syllabus development process</td>
<td>Established on 28 July 1999</td>
</tr>
<tr>
<td>Evaluation of existing syllabus against criteria approved by the Board of Studies</td>
<td>Completed on 18 December 2003</td>
</tr>
<tr>
<td>Research including literature review, national and international practice and candidature statistics</td>
<td>Completed on 30 January 2004</td>
</tr>
<tr>
<td>Board endorsement of the broad directions for syllabus revision</td>
<td>Endorsed on 22 June 2004</td>
</tr>
<tr>
<td><strong>Writing Brief Development</strong></td>
<td></td>
</tr>
<tr>
<td>Draft Framework for Stage 6 Languages Beginners Syllabuses and survey</td>
<td>Completed on 9 July 2004</td>
</tr>
<tr>
<td>Consultation (6 weeks) (excluding school holidays)</td>
<td>From 6 September 2004 to 29 October 2004</td>
</tr>
<tr>
<td>Consultation report and amended framework to the Board of Studies</td>
<td>Endorsed on 14 December 2004</td>
</tr>
<tr>
<td>Final framework published on the Board of Studies website</td>
<td>8 February 2005</td>
</tr>
<tr>
<td><strong>Syllabus Development</strong></td>
<td></td>
</tr>
<tr>
<td>Draft syllabus package and survey</td>
<td>CURRENT STAGE</td>
</tr>
<tr>
<td>Consultation (6 weeks) (excluding school holidays)</td>
<td>From 26 April to 3 June 2005</td>
</tr>
<tr>
<td>Consultation report and amended syllabus to the Board of Studies</td>
<td>To be endorsed in June 2005</td>
</tr>
<tr>
<td>Distribution of the syllabus</td>
<td>End Term 2 2005</td>
</tr>
</tbody>
</table>
Assisting Respondents

The following icons are used to assist respondents:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>![i]</td>
<td>for your information</td>
</tr>
<tr>
<td>![]</td>
<td>consult</td>
</tr>
</tbody>
</table>

Consultation

The Modern Greek Beginners Stage 6 Draft Syllabus Package is accompanied by a consultation survey. The purpose of the survey is to obtain detailed comments from individuals and systems/organisations on the syllabus package. Please comment on both the strengths and the weaknesses of the draft syllabus package. Comments will be taken into account when the draft syllabus is modified.

The consultation period is from 26 April to 3 June 2005.

Please send written responses to the survey to:

Rob Freilich  
Curriculum Support Officer  
Office of the Board of Studies  
GPO Box 5300  
Sydney NSW 2001

or

fax: (02) 9367 8476

or

send responses by email to:  
freilich@boardofstudies.nsw.edu.au

or

send online survey responses through the Board’s website (www.boardofstudies.nsw.edu.au).
Structure of the Draft Syllabus Package

The package contains a Draft Syllabus and a Draft HSC Specimen Paper.

**Modern Greek Beginners Stage 6 Draft Syllabus**

The HSC Program of Study

Introduction

– The Language

– Description of Target Group

Rationale

Continuum of Learning

Aim

Objectives

Course Structure

Outcomes

– Table of Objectives and Outcomes

– Key Competencies

Content of the Modern Greek Beginners Preliminary and HSC Courses

– Content

– Topics

– Texts

– Tasks

– Vocabulary

– Dictionaries

– Grammar

Assessment and Reporting

– Requirements and Advice

– Internal Assessment

– External Assessment

– Board Requirements for the Internal Assessment Mark in Board Developed Courses

– Assessment Components and Weightings

– HSC External Examination Specifications

– Summary of External and Internal HSC Assessment

– Summary of Examination Specifications

– Reporting Student Performance against Standards

Post-school Opportunities

Glossary

Draft HSC Specimen Paper

Introduction

Draft HSC Written Examination

Draft HSC Listening Transcript

Draft Marking Guidelines and Mapping Grid

Draft Performance Bands

Each section of the draft syllabus package includes:

– an explanation of the section’s purpose

– the material on which responses and views are sought through consultation.
1 Modern Greek Beginners Stage 6 Draft Syllabus

1.1 The Higher School Certificate Program of Study

for your information

The purpose of the Higher School Certificate program of study is to:

• provide a curriculum structure which encourages students to complete secondary education

• foster the intellectual, social and moral development of students, in particular developing their:
  – knowledge, skills, understanding and attitudes in the fields of study they choose
  – capacity to manage their own learning
  – desire to continue learning in formal or informal settings after school
  – capacity to work together with others
  – respect for the cultural diversity of Australian society

• provide a flexible structure within which students can prepare for:
  – further education and training
  – employment
  – full and active participation as citizens

• provide formal assessment and certification of students’ achievements

• provide a context within which schools also have the opportunity to foster the students’ physical and spiritual development.
1.2 Introduction to Modern Greek Beginners in the Stage 6 Curriculum

1.2.1 The Language

The language to be studied and assessed is the modern standard/official version of Modern Greek.

The language to be studied and assessed is the standard version of Modern Greek – the demotic form of the written and spoken language. Students will be required to use both formal and informal registers, the current language incorporating spelling reforms and the monotonic system of accentuation. The Greek alphabet is the only script to be used in written Greek.

Anglicisms, non-standard linguistic transfers from English, in vocabulary, expressions and word order are not acceptable at any level. However, words and expressions that have been officially incorporated and adapted into the language are acceptable.

1.2.2 Description of Target Group

The Modern Greek Beginners Stage 6 course is a two-year course which has been designed for students who wish to begin their study of Modern Greek at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the language, either spoken or written, or whose experience is derived solely from, or is equivalent to, the study of 100 hours or less in Stage 4 or Stage 5.

For the purposes of determining eligibility, speakers of dialects and variants of a language are considered to be speakers of the standard language. (Refer to Section 11.12.4 of the Assessment, Certification and Examination Manual, Board of Studies NSW, 2002.)

Students in Stage 5 may not be accelerated into Languages Beginners courses.

All eligibility requirements for Languages must be addressed.
2 Rationale

for your information

The rationale describes the nature of the subject in broad terms and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum.

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world that is the 21st century. Communicating in another language expands students’ horizons as both national and global citizens.

Language and culture are interdependent. Consequently, the study of another language develops in students the ability to move successfully across and within cultures, and in the process to experience, value and embrace the diversity of humanity.

Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem-solving.

Literacy skills are enhanced through the study of another language. As the use of language is a process of communication, students’ learning experiences offer opportunities to consolidate and extend their interpersonal skills. By engaging with various modes of communication, students develop effective skills in interacting, and understanding and producing texts.

Students who learn another language understand how languages work as systems. They become aware of the structure of that language through the analysis of patterns and can apply this knowledge to create their own texts. By making comparisons between and among languages, students strengthen their command of their first language.

The rich linguistic and cultural diversity of NSW, to which Greek-speaking communities contribute significantly, provides an educational environment where the study of other languages and cultures is valued as a unique and integral part of the senior curriculum. The satisfaction of engaging with the study of Modern Greek and of developing communication skills in the language will contribute to a student’s intellectual enrichment.

Modern Greek is the official language of Greece and one of the official languages of the Republic of Cyprus. It is also one of the official languages of the European Union and is widely spoken by Greek communities around the world, including Australia.

The study of Modern Greek enables learners to gain access to and appreciate the rich culture, history, art, science and literature of Greece. Students will obtain linguistic competence which allows them to communicate with Greek speakers in Australia and around the world.

In addition, the study of Modern Greek assists learners in the study of other Indo-European languages. From ancient Greece through the Byzantine era and to modern times, Greek has been a dynamic language influencing other languages and cultures.
The study of Modern Greek contributes further to multicultural Australian society by promoting understanding, empathy and cooperation. It also provides learners with a sound foundation in all areas of study.

The study of Modern Greek provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as education, commerce, hospitality, international relations, media and tourism.
3 Continuum of Learning

This diagram places the syllabus in the K–12 curriculum as a whole and indicates the continuum of learning.
4 Aim

i for your information

The aim provides a succinct statement of the overall purpose of the syllabus. It indicates the general educational benefits that are to accrue for students from programs based on the syllabus.

The aim of the *Modern Greek Beginners Stage 6 Syllabus* is to enable students to develop:
- skills in effective communication
- knowledge of the nature of language
- understanding of the interdependence of language and culture.
5 Objectives

Objectives provide specific statements of the intention of the syllabus. They amplify the aim and provide direction to teachers on the teaching and learning process emerging from the syllabus. They define, in broad terms, the skills, knowledge, understanding and values to be developed through study in the subject. They act as organisers for the intended outcomes.

Communication

Objective 1 – Interacting
Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in interpersonal situations.

Objective 2 – Understanding Texts
Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.

Objective 3 – Producing Texts
Students will create and present texts in Modern Greek for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.
6 Course Structure

for your information

The Preliminary Course (120 indicative hours)

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Modern Greek and their knowledge and understanding of language and culture.

The HSC Course (120 indicative hours)

In the HSC course students will extend and refine their communication skills in Modern Greek in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.
7 Outcomes

for your information

Syllabus outcomes express the specific intended results of learning. They provide clear statements of the knowledge, understanding, skills, values and attitudes that each student is expected to achieve as a result of effective teaching and learning in Modern Greek. They are derived from the objectives.

consult

7.1 Table of Objectives and Outcomes

The outcomes and associated knowledge, understanding and skills that students are expected to achieve at the end of this course are listed below. These outcomes are derived from the objectives.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td></td>
</tr>
<tr>
<td>Interacting</td>
<td>1.1 establishes and maintains communication in Modern Greek</td>
</tr>
<tr>
<td></td>
<td>1.2 manipulates linguistic structures to express ideas effectively in Modern Greek</td>
</tr>
<tr>
<td></td>
<td>1.3 sequences ideas and information</td>
</tr>
<tr>
<td></td>
<td>1.4 applies knowledge of the culture of Greek-speaking communities to interact appropriately</td>
</tr>
<tr>
<td>Understanding Texts</td>
<td>2.1 understands and interprets information in texts using a range of strategies</td>
</tr>
<tr>
<td></td>
<td>2.2 conveys the gist of, and identifies specific information in, texts</td>
</tr>
<tr>
<td></td>
<td>2.3 summarises the main points of a text</td>
</tr>
<tr>
<td></td>
<td>2.4 draws conclusions from or justifies an opinion about a text</td>
</tr>
<tr>
<td></td>
<td>2.5 identifies the tone, purpose, context or audience of a text</td>
</tr>
<tr>
<td></td>
<td>2.6 identifies and explains aspects of the culture of Greek-speaking communities in texts</td>
</tr>
<tr>
<td>Producing Texts</td>
<td>3.1 produces texts appropriate to audience, purpose and context</td>
</tr>
<tr>
<td></td>
<td>3.2 structures and sequences ideas and information</td>
</tr>
<tr>
<td></td>
<td>3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Modern Greek</td>
</tr>
<tr>
<td></td>
<td>3.4 applies knowledge of the culture of Greek-speaking communities to the production of texts.</td>
</tr>
</tbody>
</table>
7.2 Key Competencies

for your information

Modern Greek Stage 6 provides a powerful context within which to develop general competencies that are considered essential for the acquisition of effective, higher order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the Modern Greek Beginners Stage 6 Draft Syllabus to enhance student learning. The key competencies of communicating ideas and information and collecting, analysing and organising information reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through the methodologies of the syllabus and through classroom pedagogy. Students interact with one another, and through this interaction, the key competencies planning and organising activities and working with others and in teams are developed. In interacting with others via information and communication technologies, the student will develop the key competency using technology. The skills associated with the interpretation of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student’s development of the key competency solving problems.
8 Content

Content includes knowledge, understanding, skills, values and attitudes, and describes the substance of the subject matter that is to be studied. Syllabus content reflects a balance between the acquisition of knowledge and the processes of learning so that students are encouraged to engage in, take responsibility for, and continue their own learning. Content, expressed in terms of what students learn about and learn to do, is mapped against the outcomes in the table in section 8.1.

The essential content consists of 120 indicative hours of study in the Preliminary Course, followed by 120 indicative hours of study in the HSC Course.

The syllabus outcomes can be demonstrated through the prescribed topics (see section 8.2).
8.1 Content of Modern Greek Beginners Preliminary and HSC Courses

Objective 1 – Interacting

<table>
<thead>
<tr>
<th>Outcomes:</th>
<th>Students learn about:</th>
<th>Students learn to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>• the importance of listening for key words to assist understanding</td>
<td>• listen for meaning</td>
</tr>
<tr>
<td>1.1 establishes and maintains communication in Modern Greek</td>
<td>• the importance of reading for key words to assist understanding</td>
<td>• read for meaning</td>
</tr>
<tr>
<td>1.2 manipulates linguistic structures to express ideas effectively in Modern Greek</td>
<td>• links in communication</td>
<td>• use strategies to initiate, maintain and conclude an interaction, eg γεια σου, μάλιστα, με συγχωρείτε</td>
</tr>
<tr>
<td>1.3 sequences ideas and information</td>
<td>• the purpose and context of communication</td>
<td>• select and incorporate particular vocabulary and structures to achieve specific communication goals</td>
</tr>
<tr>
<td>1.4 applies knowledge of the culture of Greek-speaking communities to interact appropriately.</td>
<td>• formal and informal language, and when and where it is used</td>
<td>• interact with reference to context, purpose and audience, eg τι θα πάρεις, τι θα πάρετε</td>
</tr>
<tr>
<td></td>
<td>• responding to factual and open-ended questions</td>
<td>• maintain an interaction by responding to and asking questions and sharing information</td>
</tr>
<tr>
<td></td>
<td>• ways to support effective interaction</td>
<td>• use appropriate language features to enhance communication, eg tone, Κύριε</td>
</tr>
<tr>
<td></td>
<td>• the logical sequencing of ideas</td>
<td>• sequence ideas and information in texts</td>
</tr>
<tr>
<td></td>
<td>• register in language use</td>
<td>• apply appropriate social conventions in formal and informal contexts, eg use of titles with names Κύριε, Κυρία, μαμά, μπαμπά</td>
</tr>
<tr>
<td></td>
<td>• sociolinguistic conventions relating to everyday activities</td>
<td>• use language and/or behaviour appropriate to social context, eg at mealtimes, accepting/declining invitations καλή όρεξη, καλό ταξίδι.</td>
</tr>
</tbody>
</table>
### Objective 2 – Understanding texts

**Outcomes:**
A student:
2.1 understands and interprets information in texts using a range of strategies
2.2 conveys the gist of, and identifies specific information in, texts
2.3 summarises the main points of a text
2.4 draws conclusions from or justifies an opinion about a text
2.5 identifies the tone, purpose, context or audience of a text
2.6 identifies and explains aspects of the culture of Greek-speaking communities in texts.

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ways in which texts are constructed for specific purposes</td>
<td>• identify the tone, purpose, context or audience of a text</td>
</tr>
<tr>
<td>• ways in which texts are formatted for particular purposes and effects</td>
<td>• explore the way text content is presented and how ideas and information are sequenced, eg headings, paragraphing, introductory sentences, topic shifts</td>
</tr>
<tr>
<td>• ways of identifying relevant details in texts when listening or reading for specific information</td>
<td>• make judgements about the relevance of detail in understanding text, eg extracting ideas and issues referred to in text</td>
</tr>
<tr>
<td>• ways to infer meaning from text</td>
<td>• use contextual and other clues to infer meaning from text</td>
</tr>
<tr>
<td>• resources available to access, to enhance or to promote independent learning</td>
<td>• access available resources to assist comprehension of a text, eg dictionaries, word lists, glossaries, charts</td>
</tr>
<tr>
<td>• the effect of syntax on meaning</td>
<td>• analyse ways in which words, phrases and sentences are constructed, eg how words are modified for grammatical effect</td>
</tr>
<tr>
<td>• cultural attitudes that add meaning to texts</td>
<td>• identify and discuss cultural influences in specific texts, eg newspapers, magazines, advertisements and films</td>
</tr>
<tr>
<td>• language used to express cultural values, and to represent people and cultures in texts</td>
<td>• explain cultural references in texts</td>
</tr>
<tr>
<td>• colloquialisms and register in language use</td>
<td>• explain the use of words and expressions with particular cultural significance in texts.</td>
</tr>
</tbody>
</table>
### Objective 3 – Producing Texts

#### Outcomes:
A student:
3.1 produces texts appropriate to audience, purpose and context
3.2 structures and sequences ideas and information
3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Modern Greek
3.4 applies knowledge of the culture of Greek-speaking communities to the production of texts.

<table>
<thead>
<tr>
<th>Students learn about:</th>
<th>Students learn to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>the structure and format of particular texts</td>
<td>present and organise information in ways appropriate to audience, context and purpose, eg νομίζω, πιστεύω, δεν ξέρω</td>
</tr>
<tr>
<td>the purpose and context of a text and their influence on the choice of structure, format and vocabulary</td>
<td>plan, draft and edit text</td>
</tr>
<tr>
<td>the logical sequencing of ideas in extended text</td>
<td>sequence ideas and information in texts, eg πρώτα πρώτα, την άλλη Πέμπτη</td>
</tr>
<tr>
<td>application of known linguistic structures in new contexts</td>
<td>apply a range of vocabulary and linguistic structures across a range of contexts</td>
</tr>
<tr>
<td>language choices and their effect on intended meaning</td>
<td>evaluate the accuracy and appropriateness of structures when constructing and editing text</td>
</tr>
<tr>
<td>resources available to enhance and expand independent learning</td>
<td>extend and refine their use of language, eg by using dictionaries, word lists and grammar references, accessing authentic texts in print and online</td>
</tr>
<tr>
<td>colloquialisms and register in language use.</td>
<td>use culturally appropriate vocabulary and expressions when creating and presenting texts, eg παιδί μου, χάρηκα πολύ.</td>
</tr>
</tbody>
</table>
8.2 Topics

The prescribed topics should be studied within two interdependent perspectives:

- the personal world
- the Greek-speaking communities.

The two perspectives will enable students to develop knowledge and understanding of and skills in the Modern Greek language, linked to cultural values, attitudes and practices.

The perspective, the personal world, will enable students to use Modern Greek to express and share ideas about experiences and activities relating to daily life and transactions in their own world.

The perspective, the Greek-speaking communities, will enable students to inquire about and to express ideas in order to undertake activities and transactions appropriately in one or more communities where Modern Greek is spoken.

Students will engage in the study of the prescribed topics through the interconnected themes of relationships, lifestyles and experiences. The prescribed topics provide an organisational focus so that tasks can be presented as a series of related learning experiences in cohesive contexts.

Topics

- Family life and home
- Neighbourhoods and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. The length of time devoted to each topic will vary according to the needs and interests of students and the availability of resources.
8.3  Texts

Texts for receptive use will not be prescribed. Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They may be expected to produce the following written texts in the external examination.

- article (e.g., for a school magazine)
- diary entry/journal entry
- email
- informal letter
- message
- note
- postcard
- report (e.g., of an excursion)
- script of a talk

8.4  Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and learning outcomes.

Tasks, broadly defined as opportunities for the purposeful use of language, must be selected and designed so that students can develop and demonstrate knowledge, skills and understanding at increasingly complex levels.

Tasks can be described as having five elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imaginary, and include aspects such as where, when and who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and of the student’s overall cognitive development)
- an audience (at whom or to whom the task is targeted or directed).
8.5  Vocabulary

While there is no prescribed vocabulary list, it is expected that students will be familiar with a range of vocabulary relevant to the topics prescribed in the syllabus.

8.6  Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions will be included in the List of Resources on the Board of Studies website. Further information will also be provided in the External Examinations section of the syllabus. Students may use monolingual and/or bilingual print dictionaries in external examinations.
8.7 Grammar

for your information

Throughout the Modern Greek Beginners course, students will learn about grammatical structures in context as they complement the content and organisation of individual programs.

The grammatical structures that will be defined are those that students will be expected to recognise and use by the end of the HSC course. They should be read in conjunction with the content of the syllabus. Grammar should be used to support the process of language acquisition and to facilitate communication, rather than being taught in isolation.

consult

<table>
<thead>
<tr>
<th>Grammatical Items</th>
<th>Sub-elements</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles</td>
<td>Definite</td>
<td>ο, η, το</td>
</tr>
<tr>
<td></td>
<td>Indefinite</td>
<td>ένας, μία, ένα</td>
</tr>
<tr>
<td>Particles</td>
<td></td>
<td>θα, ας, για, να, μα</td>
</tr>
<tr>
<td>Adjectives</td>
<td>Adjectival agreement and position</td>
<td>o μικρός μαθητής/ η μικρή μαθήτρια</td>
</tr>
<tr>
<td></td>
<td>Agreement with noun in gender and number</td>
<td>οι μικροί μαθητές</td>
</tr>
<tr>
<td></td>
<td>Comparative and Superlative degrees</td>
<td>μικρός, μικρότερος/ πιο μικρός, μικρότατος/ ο πιο μικρός/ ο μικρότερος</td>
</tr>
<tr>
<td>Irregular Adjectives</td>
<td></td>
<td>o πολύς, η πολλή, το πολύ</td>
</tr>
<tr>
<td>Numerals</td>
<td>Cardinal</td>
<td>ένα, δύο, τρία</td>
</tr>
<tr>
<td></td>
<td>Ordinal</td>
<td>πρώτος, -η, -ο, δεύτερος, -η, -ο, τρίτος, -η, -ο</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>οχτώ Αυγούστου</td>
</tr>
<tr>
<td></td>
<td>Time</td>
<td>είναι τρεις η ώρα</td>
</tr>
<tr>
<td></td>
<td>Agreement</td>
<td>το πρώτο παιδί</td>
</tr>
<tr>
<td></td>
<td>Proportions</td>
<td>δυο κιλά, μισό κιλό</td>
</tr>
<tr>
<td></td>
<td>Collective numbers</td>
<td>μια ντουζίνα αυγά, ένα ξενιάρι κάλτσες</td>
</tr>
<tr>
<td>Adverbs</td>
<td>Adverbs of Time</td>
<td>πώς, τώς, σήμερα, αύριο, χτες, πριν, πέρα, φέτος, ποτέ, κάποτε, κάπου - κάπου</td>
</tr>
<tr>
<td></td>
<td>Adverbs of Place</td>
<td>πού, εδώ, εκεί, μέσα, έξω, πάνω, κάτω, πίσω, αλλού, υψά</td>
</tr>
<tr>
<td></td>
<td>Adverbs of Manner</td>
<td>πος, όπως, έτσι, μαζί, όμορφα, καλά, κακά, ήσυχα</td>
</tr>
<tr>
<td></td>
<td>Adverbs of Quantity or Degree</td>
<td>πόσο, όσο, τόσο, πολύ, περισσότερο, λίγα, αρκετά, καθόλου πολύ</td>
</tr>
<tr>
<td></td>
<td>Irregular</td>
<td></td>
</tr>
<tr>
<td>Grammatical Items</td>
<td>Sub-elements</td>
<td>Example(s)</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td><strong>Conjunctions</strong></td>
<td></td>
<td>και, ούτε, ἢ, μα, μόνο, λοιπόν, δηλαδή, ποις, ποι, ὅπως, ἢταν, σαν, πριν, μόλις, γιατί, επειδή, αν, να, για να, όμως,, αλλά</td>
</tr>
</tbody>
</table>

| Nouns             | Proper       | o Γιώργος,, η Ελλάδα, το Σίδνεϋ, η Κύπρος, η Σάμος |
|                   | Gender: Masculine (Singular and Plural) | o πατέρας, ο γείτονας, o καιρής, o καρές, o παππούς |
|                   | Gender: Feminine (Singular and Plural) | η χώρα, η γλώσσα, η γάτα, η φωνή, η αγάπη, η αυλή, η Βάσο |
|                   | Gender: Neuter (Singular and Plural) | το παιδί, το τραγούδι, το νερό, το βιβλίο, το γράμμα, το διαμέρισμα, το μέρος, το κρέας |
|                   | Common borrowed words | το ταξί, το τίνης, το κομπιούτερ, το μπαρ |
|                   | Nominative/Subjective Case | o άνθρωπος |
|                   | Genitive/Possessive Case | του ανθρώπου, τους άνθρωπους |
|                   | Accusative/Objective Case | o δρόμος, η φωνή, το βιβλίο, οι δρόμοι, οι φωνές, τα βιβλία |
|                   | Singular Number |               |
|                   | Plural Number |               |

| Pronouns          | Personal     | εγώ, εσύ, αυτός, αυτή, αυτό, εμείς, εσείς, αυτοί, αυτές, αυτά |
|                   | Possessive   | μου, σου, του, της, μας, σας, τους, δίκο μου, δίκο σου, δίκο του, δίκο της, που, ό, τι |
|                   | Relative     | αυτός, -η, -ο, εκείνος, -η, -ο |
|                   | Demonstrative | τι, ποιος, -α, -ο, πόσος, -η, -ο |
|                   | Interrogative | μου είπε, του είδωςα, της είπα, της είδωςα |
|                   | Object Pronouns |               |

<p>| Verbs             | Person and Number agreement | εγώ διαβάζω, εμείς διαβάζουμε, εγώ δε διαβάζω, εμείς δε διαβάζουμε, εγώ δεν πάω |
|                   | Negation |               |
|                   | Regular |               |
|                   | Active Voice |               |
|                   | Tenses: |               |
|                   | Present Simple/ | ταξιδεύω |
|                   | Present Continuous |               |
|                   | Past Continuous |               |
|                   | Past Simple |               |</p>
<table>
<thead>
<tr>
<th>Grammatical Items</th>
<th>Sub-elements</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future Simple</td>
<td></td>
<td>θα ταξιδέψω</td>
</tr>
<tr>
<td>Passive Voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tenses:</td>
<td>Present Simple/</td>
<td>χτενίζομαι</td>
</tr>
<tr>
<td></td>
<td>Present Continuous</td>
<td>χτενίστηκα</td>
</tr>
<tr>
<td></td>
<td>Past Simple</td>
<td>πάρε με τηλέφωνο!</td>
</tr>
<tr>
<td></td>
<td>Imperative</td>
<td>φόρεσε ζεστά ρούχα!</td>
</tr>
<tr>
<td>Conditional (basic use)</td>
<td></td>
<td>θα ήθελα ένα εισιτήριο</td>
</tr>
<tr>
<td></td>
<td></td>
<td>θα ήθελα ένα δωμάτιο</td>
</tr>
</tbody>
</table>
9 Assessment and Reporting

for your information

9.1 Requirements and Advice

The information in this section of the syllabus relates to the Board of Studies’ requirements for assessing and reporting achievement in the Preliminary and HSC courses for the Higher School Certificate.

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes.

In the Preliminary and HSC courses those purposes include:
• assisting student learning
• evaluating and improving teaching and learning programs
• providing evidence of satisfactory achievement and completion in the Preliminary course
• providing the Higher School Certificate results.

Reporting refers to the Higher School Certificate documents that are used by the Board to report to students both the internal and external measures of achievement.

Higher School Certificate results comprise:
• an assessment mark derived from the mark submitted by the school and produced in accordance with the Board’s requirements for the internal assessment program
• an examination mark derived from the HSC external examinations
• an HSC mark, which is the average of the assessment mark and the examination mark
• a performance band, determined by the HSC mark.

Results will be reported using a course report containing a performance scale with bands describing standards of achievement in the course.

The use of both internal assessments and external examinations of student achievement allows measures and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment marks provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to assessing and reporting student achievement in the Higher School Certificate.

The standards in the HSC are:
• the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
• the levels of achievement of the knowledge, skills and understanding – the performance standards.

Both syllabus standards and performance standards are based on the aims, objectives, outcomes and content of a course. Together they specify what is to be learnt and how well it is to be achieved.
Teacher understanding of standards comes from the set of aims, objectives, outcomes and content in each syllabus together with:

- the performance descriptions that summarise the different levels of performance of the course outcomes
- HSC examination papers and marking guidelines
- samples of students’ achievement, collected in the Standards Packages.

### 9.2 Internal Assessment

The internal assessment mark submitted by the school will provide a summation of each student’s achievements measured at points throughout the course. The marks for each course cohort at a school should reflect the rank order of students and relative differences between students’ achievements.

Internal assessment provides a measure of a student’s achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. The assessment components and weightings to be applied to internal assessment are identified on page 33. They ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

### 9.3 External Assessment

In Stage 6 Modern Greek Beginners the external examination consists of an oral examination and a written examination. The specifications for the HSC examination in Modern Greek Beginners are on page 35.

The external examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting.

The external examination and its marking and reporting will relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on established criteria.

### 9.4 Board Requirements for the Internal Assessment Mark in Board Developed Courses

The Board requires schools to submit an assessment mark for each candidate in the HSC Modern Greek Beginners course. The Board requires that the assessment tasks used to determine the internal assessment mark must comply with the components and weightings specified in the table on page 34.

The collection of information for the HSC internal assessment mark must not begin prior to the completion of the Preliminary course.
Schools are required to develop an internal assessment program that:
• specifies the various assessment tasks and the weightings allocated to each task
• provides a schedule of the tasks designed for the whole course.

The standards-referenced approach to assessment for the HSC involves schools ensuring that:

in the *design and marking of tasks*
• assessment tasks are designed to focus on outcomes
• the types of assessment tasks are appropriate for the outcomes being assessed
• students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
• tasks reflect the weightings and components specified in the relevant syllabus
• students know the assessment criteria before they begin a task
• marking guidelines for each task are linked to the standards by including the wording of syllabus outcomes and relevant performance descriptions
• marks earned on individual tasks are expressed on a scale sufficiently wide to reflect adequately the relative differences in student performances.

in *feedback and reporting*
• students get meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance
• the ranking and relative differences between students result from different levels of achievement of the specified standards
• marks submitted to the Board for each course are on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Note that:
– measures of objectives and outcomes that address values and attitudes should not be included in school-based assessments of students’ achievements. As these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements
– measures that reflect student conduct should not be included.
### 9.5 Assessment Components and Weightings

#### Preliminary Course

The suggested components and weightings for the Preliminary course are set out below. There should be a balance between the assessment of knowledge and understanding outcomes, skills outcomes and course content.

consult

---

**Preliminary Course**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Suggested tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>35</td>
<td>interviews, role-plays</td>
</tr>
<tr>
<td><strong>Objective 1: Interacting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2: Understanding texts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>35</td>
<td>interact via messages, notes, emails</td>
</tr>
<tr>
<td><strong>Objective 1: Interacting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2: Understanding texts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>15</td>
<td>oral presentations</td>
</tr>
<tr>
<td><strong>Objective 1: Interacting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective 3: Producing texts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>15</td>
<td>interact via messages, notes, emails</td>
</tr>
<tr>
<td><strong>Objective 1: Interacting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective 3: Producing texts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>
**HSC Course**

The mandatory components and weightings are set out below. The internal assessment mark for the HSC Modern Greek Beginners course is to be based on the HSC course only. There must be a balance between the assessment of knowledge and understanding outcomes, skills outcomes and course content.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
<th>Suggested tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>30</td>
<td>interviews, role-plays</td>
</tr>
<tr>
<td><strong>Objective 1: Interacting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2: Understanding texts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>30</td>
<td>interact via messages, notes, emails</td>
</tr>
<tr>
<td><strong>Objective 1: Interacting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2: Understanding texts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>20</td>
<td>oral presentations</td>
</tr>
<tr>
<td><strong>Objective 1: Interacting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective 3: Producing texts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>20</td>
<td>interact via messages, notes, emails</td>
</tr>
<tr>
<td><strong>Objective 1: Interacting</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Objective 3: Producing texts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

One task may be used to assess several components. It is suggested that 3–5 tasks are sufficient to assess the HSC course outcomes.
9.6 HSC External Examination Specifications

The external examination in Modern Greek Beginners consists of:
- an oral examination (20 marks)
- a written examination (80 marks).

**Oral Examination (approximately 5 minutes)**

**Purpose**

The oral examination is used to assess the candidate’s knowledge and skills in interacting in Modern Greek. It relates to Outcomes 1.1, 1.2 and 1.3.

**Specifications**

The oral examination will consist of a general conversation between the candidate and an examiner. In the conversation, the candidate and the examiner will discuss the candidate’s personal world as it relates to the prescribed topics.

**Written Examination (2½ hours plus 10 minutes reading time)**

**Section I: Listening (approximately 40 minutes)**

**Purpose**

Section I of the written examination is designed primarily to assess the candidate’s knowledge and skills in responding to spoken text. It relates to Outcomes 2.1, 2.2, 2.3, 2.4 and 2.5.

**Specifications**

Section I: Listening will consist of 10–15 questions. Each question will relate to one recorded text and may include parts. The examination will include a range of question types and may include multiple-choice, short-answer, completion of a table, list or form. The texts will relate to the topic areas prescribed in the syllabus. The total listening time for one reading of all texts without pauses will be approximately 7–8 minutes.

Each text will be read twice. There will be a short pause between the first and second readings in which candidates may make notes. Candidates will be given sufficient time after the second reading to complete their responses. Questions will be phrased in English for a response in English.
Section II: Reading

(30 marks)

Purpose

Section II: Reading is designed primarily to assess the candidate’s knowledge and skills in responding to written text. It relates to Outcomes 2.1, 2.2, 2.3, 2.4 and 2.5.

Specifications

Section II: Reading will consist of 4–6 questions, each based on a text in Modern Greek. Questions may include parts. Texts will be different in style and purpose, and of varying length and difficulty. The texts will be related to the topic areas prescribed in the syllabus. The questions on the texts will be written in English for responses in English.

The total length of all texts will be 800–1000 words.

Section III: Writing in Modern Greek

(20 marks)

Purpose

Section III: Writing is designed primarily to assess the candidate’s ability to produce written text for a specific audience, purpose and context. It relates to Outcomes 1.1, 1.2 and 1.3, and 3.1, 3.2 and 3.3.

Specifications

Part A (10 marks)
Part A will consist of two writing tasks. The text types for the responses will be drawn from those listed in the syllabus. Questions will be written in English but may also involve stimulus material written in Modern Greek. The questions will be related to the topics prescribed in the syllabus. The first task will be shorter in length and will have a weighting of no less than 3 marks; the second task will be longer in length and will have a weighting of no more than 7 marks.

The total length of the texts for Part A will be approximately 125–175 words.

Part B (10 marks)
Candidates will be required to write one extended response in Modern Greek. The text type for the response will be drawn from the list of productive text types in the syllabus. There will be a choice of two questions. The questions will be related to the topics prescribed in the syllabus. Questions will be phrased in Modern Greek and English for a response in Modern Greek. The same type of task will be required for both questions, with two different topics.

The length of the text for Part B will be approximately 125–175 words.
## 9.7 Summary of External and Internal HSC Assessment

<table>
<thead>
<tr>
<th>External Examination</th>
<th>Weighting</th>
<th>Internal Assessment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Examination:</strong></td>
<td></td>
<td><strong>Speaking</strong></td>
<td></td>
</tr>
<tr>
<td>Objective 1: Interacting</td>
<td>20</td>
<td>Objective 1: Interacting</td>
<td>20</td>
</tr>
<tr>
<td><strong>Written Examination:</strong></td>
<td></td>
<td>Objective 3: Producing Texts</td>
<td></td>
</tr>
<tr>
<td>Section I: Listening</td>
<td>30</td>
<td><strong>Listening</strong></td>
<td>30</td>
</tr>
<tr>
<td>Objective 1: Understanding Texts</td>
<td></td>
<td>Objective 1: Interacting</td>
<td></td>
</tr>
<tr>
<td>Section II: Reading</td>
<td>30</td>
<td>Objective 2: Understanding Texts</td>
<td>30</td>
</tr>
<tr>
<td>Objective 2: Understanding Texts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section III: Writing in Modern Greek</td>
<td>20</td>
<td><strong>Reading</strong></td>
<td>30</td>
</tr>
<tr>
<td>Objective 1: Interacting</td>
<td></td>
<td>Objective 1: Interacting</td>
<td>20</td>
</tr>
<tr>
<td>Objective 3: Producing Texts</td>
<td></td>
<td>Objective 2: Understanding Texts</td>
<td></td>
</tr>
</tbody>
</table>

**Total:** 100  

**Total:** 100

## 9.8 Summary of Examination Specifications

<table>
<thead>
<tr>
<th>ORAL EXAMINATION</th>
<th>Time allocation – approximately 5 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conversation</td>
<td><strong>Objective 1: Interacting</strong></td>
</tr>
<tr>
<td></td>
<td>Outcomes: 1.1, 1.2, 1.3</td>
</tr>
<tr>
<td></td>
<td>Weighting: 20 marks</td>
</tr>
<tr>
<td></td>
<td>Unscripted, general conversation with an examiner. Topics to reflect syllabus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITTEN EXAMINATION</th>
<th>Time allocation – 2½ hours (plus 10 minutes reading time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I: Listening</td>
<td><strong>Objective 2: Understanding texts</strong></td>
</tr>
<tr>
<td></td>
<td>Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5</td>
</tr>
<tr>
<td></td>
<td>Weighting: 30 marks</td>
</tr>
<tr>
<td></td>
<td>Suggested time allocation: 40 minutes (approximately)</td>
</tr>
<tr>
<td></td>
<td>10–15 items in Modern Greek with responses in English.</td>
</tr>
<tr>
<td>Section II: Reading</td>
<td><strong>Objective 2: Understanding texts</strong></td>
</tr>
<tr>
<td></td>
<td>Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5</td>
</tr>
<tr>
<td></td>
<td>Weighting: 30 marks</td>
</tr>
<tr>
<td></td>
<td>4–6 texts in Modern Greek</td>
</tr>
<tr>
<td></td>
<td>Questions in English, responses in English.</td>
</tr>
<tr>
<td>Section III: Writing in Modern Greek</td>
<td><strong>Objectives 1 and 3: Interacting, Producing texts</strong></td>
</tr>
<tr>
<td></td>
<td>Outcomes: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3</td>
</tr>
<tr>
<td></td>
<td>Weighting: 20 marks</td>
</tr>
<tr>
<td></td>
<td>Part A – two short responses</td>
</tr>
<tr>
<td></td>
<td>Part B – an extended response</td>
</tr>
<tr>
<td></td>
<td>Total: approximately 250–350 words</td>
</tr>
</tbody>
</table>

**Total time allocation**  
5 minutes (oral examination), 2 ½ hours plus 10 minutes reading time (written examination).
9.9 Reporting Student Performance against Standards

Student performance in an HSC course is reported against standards on a course report. The course report includes a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, the examination mark and the internal assessment mark. It also shows, graphically, the statewide distribution of examination marks of all students in the course.

Each band on the performance scale (except for band 1) includes descriptions that summarise the attainments typically demonstrated in that band.

The distribution of marks is determined by students’ performances against the standards and is not scaled to a predetermined pattern of marks.
10 Post-school Opportunities

i for your information

The study of Modern Greek provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Modern Greek assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

Recognition of Student Achievement

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW or other Registered Training Organisations (RTOs).

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and industry training packages endorsed within the AQF. Training packages are documents that link an industry’s competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the TAFE NSW Handbook. Under current arrangements, the recognition available to students of Modern Greek in relevant courses conducted by TAFE is described in the HSC/TAFE Credit Transfer Guide. This guide is produced by the Board of Studies and TAFE NSW. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Modern Greek Stage 6. This information can be found on the TAFE NSW website (www.det.nsw.edu.au/hscstate).
11 Glossary

consult

culture the social practices of a particular people or group, including shared language, beliefs, values, knowledge, customs and lifestyle.

dialect a regional or social variety of a language distinguished by pronunciation, grammar or vocabulary, especially a variety of speech differing from the standard literary language or speech pattern of the culture in which it exists.

objectives statements of the intention of studying a subject. They provide direction to teachers on the teaching and learning process emerging from the syllabus. They define in broad terms the knowledge, understanding and skills to be developed through study in the subject. They act as organisers for the intended outcomes.

outcomes the specific intended results of each course. They provide specific statements of the knowledge, understanding, skills, and values and attitudes, including key competencies, that each student is expected to achieve by the end of the Preliminary and HSC courses, as a result of effective teaching and learning.

text the actual wording of anything spoken or written.

texts communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal and visual communication of meaning. They may be extended, unified works or series of related topics.
consult
Modern Greek Beginners

Introduction

This document contains the draft specimen examination paper for the 2008 Higher School Certificate examination in Modern Greek Beginners. A mapping grid is also included, showing how each question in the examination relates to the syllabus outcomes and content, and to the performance bands.

The draft specimen paper shows the format of the HSC examination for the revised syllabus. As is currently the case, the Modern Greek Beginners written examination will be divided into three sections that correspond to the macro skills of Listening, Reading and Writing.

This specimen paper has been produced in accordance with the Board’s Principles for Setting HSC Examinations in a Standards-Referenced Framework, published in Board Bulletin Volume 8 Number 9 (Nov/Dec 99). Questions are closely related to the outcomes of the course, and the paper as a whole is structured to allow for appropriate differentiation of student performance at all levels on the performance scale.

The paper has been designed so that students have a clear understanding of what they are required to do in each question and in working through the paper. Instructions have been standardised, and the demands of the questions are explicit. Key words in questions, such as ‘discuss’, ‘analyse’, and ‘explain’, have been used consistently in accordance with the glossary definitions published in the Board’s Assessment Support Document.

This draft specimen paper is an example of the type of examination that could be prepared within the examination specifications in the revised Modern Greek Beginners syllabus. Examinations will be based on the syllabus, and will test a representative sample of syllabus outcomes. Therefore, the range and balance of outcomes tested in HSC examinations in 2008 and subsequent years may differ from those addressed in the specimen paper. An overview of a range of possible questions can be accessed by viewing all the Languages Beginners specimen examination papers.

The mapping grid is an important feature of the development of the examination. It aids in ensuring that the examination as a whole samples a range of content and outcomes, and allows all students the opportunity to demonstrate their level of achievement.
There are a number of points to note in considering the draft Modern Greek Beginners specimen examination paper:

- Students have two and a half hours to complete the examination, in addition to the 10 minutes reading time. Once the recorded examination for Section I is completed, students may use the remaining time to complete the rest of the paper as they wish. All sections of the paper will be collected at the end of the examination.
- In Sections I and II, students will listen to and read a wide range of texts appropriate to the context. The texts that students will be expected to produce will be from those prescribed in the syllabus.
- In Section III, Part A, stimulus material may or may not be included.
- Rubrics, reflecting syllabus outcomes, indicate the general criteria for judging performance and have been placed at the beginning of Section III Part B of the paper to indicate clearly the way in which responses to questions will be assessed.
General Instructions
- Reading time – 10 minutes
- Working time – 2 hours and 30 minutes
- Write using black or blue pen
- Monolingual and/or bilingual print dictionaries may be used
- Write your Centre Number and Student Number at the top of this page and pages 9, 21 and 23.

Total marks – 80

**Section I** Pages 2–5
30 marks
- Attempt Questions 1–11
- This section should take approximately 40 minutes

**Section II** Pages 9–17
30 marks
- Attempt Questions 12–16
- Allow about 1 hour for this section

**Section III** Pages 21–23
20 marks
This section has two parts, Part A and Part B
- Allow about 50 minutes for this section

Part A – 10 marks
- Attempt Questions 17–18

Part B – 10 marks
- Attempt Question 19
Section I — Listening

30 marks
Attempt Questions 1–11
This section should take approximately 40 minutes

You will hear 11 texts. Each text will be read twice. The question for each text will be read once before the first reading of the text. There will be a pause after the first reading in which you may make notes. However, you may make notes at any time. You will be given adequate time after the second reading to complete your answer. Answer the questions in ENGLISH in the spaces provided. In the case of multiple-choice questions, tick the box that corresponds to the correct response. You may proceed to Section II as soon as you have finished Question 12.

Question 1 (1 mark)

Where would you hear this announcement?

(A) Fashion parade
(B) Department store
(C) Football match
(D) School sports carnival

Question 2 (1 mark)

What type of text is this?

(A) Advertisement
(B) News item
(C) Phone message
(D) Speech

Question 3 (2 marks)

Why is the man happy?

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Candidate’s Notes
**Question 4** (2 marks)

Why does the man decide to stay at the Hotel Vouliagmeni?

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**Question 5** (2 marks)

How does Costas persuade Antigoni to go to ‘Bella Cucina’?

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**Question 6** (3 marks)

Why is the teacher not happy?

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### Question 7 (3 marks)

Complete the following table about the two apartments:

<table>
<thead>
<tr>
<th></th>
<th>Syntagma Square</th>
<th>Plaka</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bathroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kitchen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distance to university</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Floor number</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Question 8 (3 marks)

What information has the woman just found out?

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### Question 9 (4 marks)

(a) Why does Fotini ring Andreas?

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(b) What has Andreas misunderstood?

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2008 Draft HSC Specimen Paper
**Question 10** (4 marks)

What evidence is there to suggest that Lefteri is not serious in his search for a job?

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**Question 11** (5 marks)

Explain how the two speakers reached their decision.

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You may now proceed to Section II
Question 12 (2 marks)

Read the text, then answer the questions that follow.

<table>
<thead>
<tr>
<th>Ξενοδοχείο Καλυψώ</th>
<th>Όνομα</th>
<th>Χώρα</th>
<th>Εντυπώσεις</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jane Simpson</td>
<td>Καναδά</td>
<td>Ωραία δωμάτια!</td>
</tr>
<tr>
<td></td>
<td>Renate Schroeder</td>
<td>Αυστρία</td>
<td>εν είχε ζεστό νερό.</td>
</tr>
<tr>
<td></td>
<td>Jose Lopez</td>
<td>Αργεντινή</td>
<td>Νόστιμα φαγητά</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Αναπαυτικά κρεβάτια. Δεν</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>μου άρεσαν τα κρύα ντουζ!</td>
</tr>
</tbody>
</table>

(a) Which guest had no complaints about this hotel?  
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(b) What comment was shared by two of the guests?  
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Question 13 (4 marks)

Read the text, then answer the question that follows.

How is Joanna feeling as she is writing this postcard? Why?

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2008 Draft HSC Specimen Paper
Question 14 (5 marks)

Read the text, then answer the questions that follow.

Γυμνάστιο-Λύκειο Κερασίας

Πρόγραμμα Φιλίας-Γνωριμίας

Το σχολείο μας έχει 150 μαθητές και μαθήτριες και βρίσκεται στο χωριό Κερασία, κοντά στο Βόλο. Είναι ένα όμορφο χωριό με πολλά δέντρα. Τα περισσότερα από αυτά είναι κερασιές. Από εκεί πήρε το όνομά του το χωριό μας.

Θέλετε να σας φιλοξενήσει μια οικογένεια του χωριού μας. Καλούμε παιδιά γυμνασίου από όλο τον κόσμο που μαθαίνουν ελληνικά να πάρουν μέρος στο πρόγραμμα Φιλίας-Γνωριμίας.

Τις δεκαπέντε μέρες που θα είναι τα παιδιά στην Κερασία θα γνωρίσουν πώς ζει μια ελληνική οικογένεια. Στο σχολείο θα κάνουν μαθήματα ελληνικής γλώσσας. Επίσης θα μάθουν ελληνικούς χορούς και θα παίξουν σε φιλικούς αγώνες μπάσκετ και ποδοσφαίρου.

Ελάτε! Σας περιμένουμε! Για περισσότερες πληροφορίες,

κάντε κλικ εδώ.

Question 14 continues on page 12
Question 14 (continued)

(a) Who would be interested in the Kerasia program?  
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(b) How would participants benefit from the program?  
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End of Question 14
Στο περιοδικό Ροκ μιλάει με τον Λάζαρο Δελή, τραγουδιστής με το συγκρότημα ΕΛΑ.

ΠΡ: Γιατί ονομαστήκατε ΕΛΑ;

ΛΔ: Απλά είναι τα αρχικά γράμματα από τα ονόματα μας. Δηλαδή Ευάγγελος, Λάζαρος και Αριστείδης.

ΠΡ: Τώρα που είσαστε διάσημοι έχει αλλάξει καθόλου η ζωή σας;

ΛΔ: Βέβαια! Πάρα πολύ! Ταξιδεύουμε περισσότερο από πριν και γνωρίζουμε πολλές καινούριες χώρες, κάτι που δεν θα μπορούσαμε να κάνουμε παλιά. Μ’αρέσει πολύ και χαίρομαι που έχω συναντήσει τόσο πολύ κόσμο από διαφορετικές εθνικότητες. Επίσης μας αρέσει να δοκιμάζουμε διάφορα φαγητά από όλον τον κόσμο. Δυστυχώς δεν βλέπω την οικογένειά μου συχνά αλλά η μητέρα μου έχει μάθει να στέλνει μηνύματα με το κινητό και γι’ αυτό χαίρομαι που μπορούμε να επικοινωνήσουμε. Μου λείπουν όμως πολύ τα φαγητά της μητέρας μου.

ΠΡ: Πες μου κάτι για τη μουσική σας.

ΛΔ: Η μουσική μας δεν είναι μόνο ροκ. Είμαστε όλοι από διαφορετικά μέρη της Ελλάδας και ο καθένας μας φέρνει μαζί του την παράδοση του τόπου του. Δηλαδή, για παράδειγμα ο Ευάγγελος είναι από την Κρήτη και παίζει την λύρα. Εγώ που κατάγομαι από την Μικρά Ασία, παίζω το μπουζούκι και ο Αριστείδης που είναι από την Κεφαλονιά παίζει το μαντολίνο. Η μουσική μας είναι μοναδική. Θέλουμε να συνεχίσουμε την ελληνική μας παράδοση και ελπίζουμε ότι το ίδιο θα κάνουν οι νέοι μουσικοί και τραγουδιστές που ξεκινούν σήμερα.
Question 15 (continued)

(a) Explain the origin of the band’s name.

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(b) What new experiences has Lazaros had since becoming a rock star?

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Question 15 continues on page 15
Question 15 (continued)

(c) How do the band members of ELA maintain their heritage? 2

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(d) In what ways is ELA a good role model for young people? 4

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End of Question 15
Агапητέ Φώτη

Αγοράζω το περιοδικό σου κάθε εβδομάδα και διαβάζω τη σελίδα σου "Κοντά στους Νέους". Βλέπω ότι βοηθάς πάντα τους νέους με τα προβλήματά τους. Θα μπορούσες να βοηθήσεις κι εμένα;

Είμαι 17 χρονών και πάω σχολείο. Μ’αρέσει το σχολείο. Δεν έχω κανένα πρόβλημα με τα μαθήματά μου. Το πρόβλημά μου είναι με τον καλύτερό μου φίλο, τον Αλέξανδρο, που ήταν πάντα μαζί μου από τότε που ήμασταν πέντε χρονών.

Τώρα τελευταία άλλαξε πολύ. Αδυνάτισε, είναι πάντα κουρασμένος και έχει συνέχεια πυκνοκεφάλους. Πολλές φορές είναι λυπημένος και άλλες φορές νευρικός. Δεν του αρέσει να κάνει τίποτα. Πριν, παίζαμε ποδόσφαιρο, πηγάδιαμε σινεμά, βγαίναμε με φίλους για καφέ. Τώρα τίποτα! Ότε με τη φίλη του την Ελένη, που την αγαπούσε πολύ, δε βγαίνει πια. Επίσης στα μαθήματα του δεν πάει καθόλου καλά. Πολλές φορές δεν έρχεται στο σχολείο. Άλλαξε από τότε που άρχισε να κάνει παρέα με ένα καινούριο παιδί που ήρθε στο σχολείο μας πριν δύο μήνες. Φοβάμαι μήπως πάρνει ναρκωτικά.

Θέλω πολύ να βοηθήσω το φίλό μου γιατί τον αγαπώ πολύ και δε μπορώ να τον βλέπω έτσι. Είναι σαν αδερφός μου. Τι να κάνω;

Σπύρος

Αγαπητέ Σπύρο

Διάβασα με προσοχή το γράμμα σου και νομίζω ότι το πρόβλημά του φίλου σου είναι πολύ σοβαρό. Μην πάει αμέσως το μυαλό σου στα ναρκωτικά. Μπορεί ο φίλος σου να έχει άλλα προβλήματα. Μήπως είναι άρρητος και δε θέλει να το πει; Μήπως έχει οικογενειακά προβλήματα και δεν μπορεί να τα συζητήσει; Εκείνο που πρέπει να κάνεις εσύ σαν φίλος, είναι να του μιλήσεις. Να του δείξεις ότι είσαι καλός φίλος και ότι μπορεί να σου μιλήσει χωρίς να φοβάται. Αν όμως σου πει ότι πάρνει ναρκωτικά, τότε πρέπει να τον πας στο γιατρό ή στο σχολικό σύμβουλο. Ελπίζω να πάνε όλα καλά.

Καλή τύχη!

Φώτης

Question 16 continues on page 17
Question 16 (continued)

(a) Who is Fotis?

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(b) What changes in his friend have alarmed Spiros?

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(c) What advice is given to Spiros?

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End of Question 16
Ελένη,
Θα αργήσω απόψε. Το γραφείο θα είναι ανοιχτό μέχρι τις 7. Θέλω να μου κάνεις λίγες δουλειές
• μάζεψε τα ρούχα που είναι έξω
• καθάρισε λίγες πατάτες και βάλτες με το κοτόπουλο στο φούρνο
• πότισε τα λουλούδια
• δώσε φαγητό στη γάτα μας
Ελπίζω να πάνε όλα καλά

Imagine you are Eleni. Write a note to your mother explaining why you are unable to undertake these requests. (Write approximately 50 words in GREEK.)
Question 18 (6 marks)

Write an email to your friends from school inviting them to a special event. Include all necessary details. (Write approximately 100 words in GREEK.)

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Section III (continued)

Part B – 10 marks

Attempt Question 19

Answer the question in the space provided.

In your answer you will be assessed on how well you:

■ write texts appropriate to context, purpose and audience
■ sequence and structure information and ideas
■ demonstrate accurate and appropriate use of a range of vocabulary and linguistic structures

Question 19 (10 marks)

Write approximately 150 words in GREEK on ONE of the following topics.

(a) Write a diary entry of approximately 150 words in GREEK in which you describe a new friend who has recently arrived from Greece.  

OR

(b) Write a diary entry of approximately 150 words in GREEK in which you describe your new house in your new neighbourhood.

Question attempted 19 ( )

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Modern Greek Beginners
(Section I — Listening)

Transcript
**Question 1**

Αρχίζει η χειμωνιατική σαιζόν για το ποδοσφαιρό. Αυτή την εβδομάδα έχουμε μοναδική προσφορά φανέλες ποδοσφαίρου, σε πολλά χρώματα και νούμερα. Επίσης έχουμε παιδικά παπούτσια στορ ποιη σίτι-ιμή. Ελάτε γρήγορα στον τρίτο όροφο! Θα βρείτε τις καλύτερες τιμές!

**Question 2**

Πολλοί νέοι σήμερα κινδυνεύουν από το πολύ πάχος. Γυρίζουν στο σπίτι μετά από το σχολείο και παίζουν ηλεκτρονικά παιχνίδια στο κομπιουτέρ ή κάθονται μπροστά στην τηλεόραση ακίνητοι για πολλές ώρες. Οι γιατροί όμως μας λένε ότι τα παιδιά πρέπει να γυμνάζονται τουλάχιστον τρεις φορές την εβδομάδα. Στο γυμναστήριο ΗΡΑΚΛΗΣ προσφέρουμε ειδικό πρόγραμμα για παιδιά από δώδεκα εώς δεκαοχτώ χρονών. Όσοι γονείς ενδιαφέρονται, παρακαλούνται να τηλεφωνήσουν αμέσως στον αριθμό 910 68 227.

**Question 3**

Άννα: Είναι αυτό το δικό σας αυτοκίνητο κύριε;
Κύριος: Μάλιστα! Ορίστε και τα 15 ευρώ για την βενζίνη.
Άννα: Ευχαριστώ κύριε. Το ξέρετε ότι σήμερα έχουμε ειδική προσφορά; Σας πλένουμε το αυτοκίνητο δωρεάν.
Κύριος: Α! Πολύ ωραία! Το αυτοκίνητό μου είναι πολύ βρώμικο. Χρειάζεται καθάρισμα.

**Question 4**

Κυρία: Παρακαλώ. Εδώ ξενοδοχείο Βουλιαγμένης.
Κύριος: Μάλιστα. Μήπως υπάρχει ένα δίκλινο για απόγευση; Θα ήθελα ένα δωμάτιο με θέα τη θάλασσα.
Κυρία: Ναι, υπάρχει ένα δίκλινο αλλά δεν έχει θέα. Κοστίζει 150 ευρώ τη βραδιά.
Κύριος: Είναι λίγο ακριβό. Μπορείτε να μου δώσετε καλύτερη τιμή.
Κυρία: Εντάξει. Με αυτή την τιμή θα σας δώσω και πρωινό.
Κύριος: Δεν ξέρω... Μπορείτε να μου δώσετε και το μεσημεριανό;
Κυρία: Εεεε.. Εντάξει τι να σας πω; Το όνομά σας παρακαλώ;
Question 5

Κώστας: Αντιγόνη, άνοιξε ένα καινούριο ιταλικό εστιατόριο στην πόλη. Το λένε Βελλα Χυχίνα. Τι λες, πάμε;

Αντιγόνη: Αφού το ξέρεις Κώστα ότι δεν μ’ αρέσουν τα μακαρόνια.

Κώστας: Μην ανησυχείς, έχουνε κι άλλα διάφορα φαγητά. Κοίτα εδώ τον κατάλογο. Έχουν και πίτσες και θαλασσινά και τα ωραίότερα γλυκά!

Αντιγόνη: Οι τιμές τους φαίνονται λίγο ακριβείς.

Κώστας: Ναι, αλλά επειδή είναι καινούριο το εστιατόριο προσφέρει 30% έκπτωση για όλα τα φαγητά μόνο για αυτό το μήνα.

Αντιγόνη: Δεν είμαι και τόσο σίγουρη.

Κώστας: Ξέρεις κάτι; Την άλλη εβδομάδα είναι τα γενέθλια του Γιάννη. Δεν πάμε εκεί να τα γιορτάσουμε; Έχει και ζωντανή μουσική.

Αντιγόνη: Α, εντάξει! Τότε θα ρω!

Question 6

Παύλος: Συγνώμη κυρία Αρβανιτάκη. Μπορείτε να δείτε την αίτησή μου για την εκδρομή στην Κρήτη;

Κυρία: Α Τώρα έχουμε διάλειμμα Παύλο. Γιατί δεν με ρώτησες στην τάξη;

Παύλος: Το ξέχασα κυρία!

Κυρία: Α Θα την κοιτάξω αύριο. Αυτή τη στιγμή πίνω το καφέ μου.

Παύλος: Ναι, αλλά κυρία σήμερα είναι η τελευταία μέρα. Πρέπει να στείλω την αίτησή σήμερα.

Κυρία: Α Είχες τρεις εβδομάδες και το άφησες για την τελευταία στιγμή;

Παύλος: Σας παρακαλώ κυρία. Θέλω τοσο πολύ να κάνω αυτό το ταξίδι. Δεν θέλω να χάσω τη θέση μου.

Κυρία: Α Μα Παύλο, πάλι τα ίδια; Θυμάσαι τον περασμένο μήνα, που σε βοήθησα με κάποια έκθεση που άφησες πάλι για την τελευταία στιγμή; Εντάξει. Θα σου κάνω την χάρη. Δως’ μου την αίτησή σου για το ταξίδι στην Κρήτη και έλα πάλι μετά το σχολείο να την πάρεις. Θέλω όμως να ξέρεις ότι δεν είμαι καθόλου ευχαριστημένη μαζί σου!
Question 7

Αλέκος: Καλήμερα. Ψάχνω για ένα φτηνό διαμέρισμα να νοικιάσω κοντά στο πανεπιστήμιο.

Κυρία: Κοιτάξτε εδώ στο κομπιούτερ. Έχουμε ένα ισόγειο κοντά στο Σύνταγμα μόνο πέντε λεπτά από το πανεπιστήμιο.

Αλέκος: Αα ναι! Το μπάνιο φαίνεται να είναι καθαρό και να έχει πολύ φως, αλλά η κουζίνα φαίνεται κάπως μικρή και μου αρέσει να μαγειρεύω.

Κυρία: Λοιπόν. Τι λέτε για αυτό το διαμέρισμα στην Πλάκα; Είναι μόνο δέκα λεπτά με τα πόδια. Η κουζίνα δε φαίνεται αρκετά μεγάλη.

Αλέκος: Ναι είναι ωραία, αλλά το μπάνιο φαίνεται να είναι πολύ παλιό. Επίσης είναι στον τέταρτο όροφο και δεν υπάρχει ανασανσέρ.

Question 8

Κυρία: Συγνώμη εδώ περιμένουμε για το μουσείο Μπενάκη;

Κύριος: Ναι, αλλά δυστυχώς υπάρχει πολύς κόσμος σήμερα και θα σας πάρει πολλή ώρα για να αγοράσετε εισιτήρια. Είστε τουρίστες;

Κυρία: Ναι, είμαστε φοιτητές από την Αυστραλία.

Κύριος: Τότε γιατί δεν αγοράσετε τριήμερο εισιτήριο που καλύπτει όλα τα μουσεία της Αθήνας και κοστίζει μόνο 44 ευρώ; Με αυτό το εισιτήριο μπορείτε να επισκεφτείτε τα περισσότερα μουσεία και αξιοθέατα της Αθήνας.

Κυρία: Άαα. Τι λέτε; Αυτό είναι πολύ φτηνό και δεν χρειάζεται να περιμένουμε για ώρες στη γραμμή.

Κύριος: Βέβαια. Μπορείτε να αγοράσετε το εισιτήριο από το τουριστικό γραφείο εδώ δεξιά. Αν πάτε αμέσως θα μπείτε στο μουσείο πριν από μένα.
Question 9

Αντρέας: Λέγετε;

Φωτεινή: εια σου Αντρέα, εδώ η Φωτεινή. Πώς πας;

Αντρέας: Καλά ευχαριστώ, εσύ;

Φωτεινή: Καλά κι εγώ. Άκου να δεις, σε πέρνω γιατί έχω εισιτήρια για τη συναυλία της Δέσποινας Βανδή αυτό το Σάββατο. Θέλεις να ρθείς;

Αντρέας: Ναι, θα θέλα. Αλλά δεν θα πας με τον Γιώργο;

Φωτεινή: Ναι, αλλά αυτός δεν έχει αυτοκίνητο και οι γονείς μου δεν μ ‘αφήνουν να πάω με το τρένο γιατί η συναυλία τελειώνει αργά.

Αντρέας: Καλά. Έχεις μιλήσει με το Γιώργο;

Φωτεινή: Όχι ακόμα, ήθελα να μιλήσω με σένα πρώτα, να δω αν μπορείς να έρθεις και μετά θα πάρω τον Γιώργο.

Αντρέας: Άκου να σου πω, ο Γιώργος είναι ο καλύτερός μου φίλος. Δεν νομίζω να είναι καλή ιδέα. Μπορεί να θυμώσει μαζί μου.

Φωτεινή: Όχι, όχι δεν με κατάλαβες! Οι τρεις μας θα πάμε στη συναυλία με το δικό σου αυτοκίνητο.

Αντρέας: Α, α, εντάξει τότες! Τι ώρα θέλεις να έρθω να σε πάρω’
**Question 10**

Άννα: Λευτέρη, τι κάνεις;

Λευτέρης: Ψάχνω για δουλειά στην εφημερίδα. Πρέπει να βρω δουλειά τώρα που τέλειωσα το σχολείο.

Άννα: Έχεις βρει τίποτα;

Λευτέρης: Δεν υπάρχει τίποτα που να μ’ ενδιαφέρει και δεν ξέρω τι να κάνω.

Άννα: Για να κοιτάξουμε μαζί. Να, αυτή εδώ σε τουριστικό γραφείο; Θα είσαι με τους τουρίστες όλη μέρα και θα τους δείχνεις τα αξιοθέατα του Σιδνεί.

Λευτέρης: Ναι, αλλά τι θα λέω με τους τουρίστες όλη μέρα;

Άννα: Εσύ Λευτέρη ξέρεις τρεις ξένες γλώσσες και τα γιαπωνεζικά σου, ιδιαίτερα, είναι πολύ καλά. Είσαι πάντα χαρούμενος και σου αρέσει να γνωρίζεις καινούριο κόσμο.

Λευτέρης: Για να δουμε κάτι άλλο. Να εδώ, θέλουν γκαρσόνι σ’ ένα ιταλικό εστιατόριο, αλλά είναι πολλές οι ώρες και θα τελειώνω αργά.

Άννα: Μα είναι πολύ κοντά στο σπίτι σου. Σε πέντε λεπτά θα είσαι εκεί με τα πόδια. Θα τρως και δωρεάν.

Λευτέρης: Το ξέρω αυτό το εστιατόριο και μ’ αρέσουν τα ιταλικά φαγητά αλλά τους φίλους μου πότε θα τους βλέπω;

Άννα: Μα κι αυτοί δε δουλεύουν; Κοίταξε εδώ, να μια άλλη δουλειά, στην τράπεζα.

Λευτέρης: Μπα, και τι θα κάνω στην τράπεζα;

Άννα: Θα είσαι υπάλληλος. Αυτή είναι καθαρή δουλειά, εύκολη, θα παίρνεις καλά χρήματα και θα είσαι ελεύθερος τα βράδια. Είσαι και καλός στα μαθηματικά.

Λευτέρης: Ουφ, δεν ξέρω. Άστα αυτά τώρα. Πάμε μια βόλτα;
**Question 11**

**Μαρία:** Ποιος νομίζετε Κώστα ότι θα ήταν πιο κατάλληλος για τη θέση του προέδρου του σχολείου μας- ο Πέτρος ή η Τούλα;

**Κώστας:** Τι να σου πω Μαρία. Είναι δύσκολη ερώτηση. Η Τούλα είναι καλός άνθρωπος. Είναι πάντα χαρούμενη και φιλική.

**Μαρία:** Ναι, αλλά είναι μερικοί που λένε ότι δεν είναι καθόλου φιλική. Ομως είναι καλή μαθήτρια. Μου άρεσε η ομιλία της προχθές μπροστά σε όλους τους μαθητές του σχολείου.

**Κώστας:** Ναι, συμφωνώ αλλά ήταν πολύ σοβαρή. Η ομιλία του Πέτρου όμως είχε πιο πολύ χιούμορ και μας διασκέδασε πάρα πολύ.

**Μαρία:** Ναι, ο Πέτρος έχει πλάκα. Τον αγαπάω όλα τα παιδιά και είναι καλός αθλητής. Παίζει σε πολλά σπορ για το σχολείο όπως το μπάσκετ, το τένις και το ποδόσφαιρο.

**Κώστας:** Ναι, αλλά έρχεται πάντα αργά για τη προπόνηση και ο προπονητής θυμώνει πάρα πολύ μαζί του.

**Μαρία:** Η Τούλα όμως είναι πάντα στην ώρα της. Αυτή οργάνωσε το σχολικό χορό την περασμένη εβδομάδα, θυμάσαι; Αλλά, όμως μην ξεχάσουμε ότι ο Πέτρος ήταν ο καλύτερος χορευτής.

**Κώστας:** Α βέβαια! Χορό και σπορ! Αυτά μόνο ξέρει ο Πέτρος.

**Μαρία:** Ενώ, εγώ πιστεύω ότι ο προέδρος του σχολείο πρέπει να είναι άτομο σοβαρό και υπεύθυνο.

**Κώστας:** Ναι, νομίζω ότι έχεις δίκιο. Τότε αποφασίσαμε!
2008 HSC Modern Greek Beginners Specimen
Marking Guidelines — Written Examination

Section I — Listening

Question 1
Outcomes assessed: H2.5

MARKING GUIDELINES

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Question 2
Outcomes assessed: H2.5

MARKING GUIDELINES

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Question 3
Outcomes assessed: H2.2, H2.4

MARKING GUIDELINES

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<td>2</td>
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<tr>
<td>Provides relevant information</td>
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<tr>
<td>Provides some relevant information</td>
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Sample answer:
The man is happy because he can have a free car wash today. His car is dirty.
Question 4

Outcomes assessed: H2.2

MARKING GUIDELINES

<table>
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<th>Criteria</th>
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<tbody>
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<td>• Demonstrates comprehensive understanding of the reasons for the man’s decision</td>
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Sample answer:
Breakfast and lunch are included.

Question 5

Outcomes assessed: H2.2, H2.4

MARKING GUIDELINES

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</tr>
<tr>
<td>• Provides relevant references from the text</td>
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<tr>
<td>• Provides some relevant information</td>
<td>1</td>
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Sample answer:
Antigoni doesn’t like pasta and is worried that the new Italian restaurant will be expensive. Costa tells her that the restaurant has other dishes and everything is discounted by 30% this month. She is persuaded when he suggests having Yianni’s birthday there because they have live music.

Question 6

Outcomes assessed: H2.3, H2.4

MARKING GUIDELINES

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</tr>
<tr>
<td>• Supports the answer with relevant references from the text</td>
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<tr>
<td>• Demonstrates some understanding of the teacher’s annoyance</td>
<td>2</td>
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<tr>
<td>• Provides some relevant information</td>
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</table>

Sample answer:
The teacher is annoyed because the student wants help with an application for a trip and has had three weeks to do it. He forgot to ask in class and the application has to be mailed today. He has done something similar in the past.
Question 7

Outcomes assessed: H2.2

MARKING GUIDELINES

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<tr>
<td>• Provides several details</td>
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Sample answer:

<table>
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<th>Plaka</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bathroom</td>
<td>Nice and bright</td>
</tr>
<tr>
<td>Kitchen</td>
<td>Small</td>
</tr>
<tr>
<td>Distance to university</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Floor number</td>
<td>Ground</td>
</tr>
</tbody>
</table>

Question 8

Outcomes assessed: H2.3, H2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates comprehensive understanding of the advantages of buying a museum pass</td>
<td>3</td>
</tr>
<tr>
<td>• Demonstrates some understanding of the advantages of buying a museum pass</td>
<td>2</td>
</tr>
<tr>
<td>• Provides some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:

The woman can buy a three-day pass to visit a number of museums and monuments in Athens and save money. Also, she won’t have to line up to buy a ticket.

Question 9 (a)

Outcomes assessed: H2.1

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explains why Fotini rings Andreas</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:

Fotini rings Andreas to invite him to a concert.
Question 9 (b)

Outcomes assessed: H2.3, H2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates comprehensive understanding of what Andreas has inferred from Fotini’s proposal</td>
<td>3</td>
</tr>
<tr>
<td>• Supports the answer with relevant references from the text</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some understanding of what Andreas has inferred from Fotini’s proposal</td>
<td>2</td>
</tr>
<tr>
<td>• Provides some supporting evidence from the text</td>
<td></td>
</tr>
<tr>
<td>• Provides some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
Andreas believes that he would be going to the concert with Fotini by himself. He thinks it would be inappropriate to go out with his best friend’s girlfriend. Fotini, on the other hand, invites him both to accompany them and to give them a lift.

Question 10

Outcomes assessed: H2.3, H 2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates comprehensive understanding of Lefteri’s negative attitude</td>
<td>4</td>
</tr>
<tr>
<td>• Demonstrates good understanding of Lefteri’s negative attitude</td>
<td>3</td>
</tr>
<tr>
<td>• Demonstrates some understanding of Lefteri’s negative attitude</td>
<td>2</td>
</tr>
<tr>
<td>• Identifies some relevant detail</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:
Lefteri is negative in his response to each of her suggestions. For example, when she suggests the tourism job, he says it will be boring. As for the restaurant job, he says it will affect his social life. As for the job at the bank, he suggests they go out instead.
Question 11

Outcomes assessed: H2.1, H2.2, H2.3, H2.4, H2.5

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides comprehensive understanding of the decision made regarding the choice of school captain</td>
<td>5</td>
</tr>
<tr>
<td>• Provides some understanding of the decision made</td>
<td>3–4</td>
</tr>
<tr>
<td>• Provides some supporting evidence from the text</td>
<td>1–2</td>
</tr>
</tbody>
</table>

Sample answer:

They both agree that they need a sensible school captain. Even though some people don’t like her, they choose Toula because she makes good speeches, helps organise events and is punctual. Although Petros is popular he is only good at sports and dancing and always jokes and therefore would not make a good captain.
Section II — Reading

Question 12 (a)

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

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies the guest who didn’t complain</td>
<td>1</td>
</tr>
</tbody>
</table>

*Sample answer:*

Renate Schroeder

Question 12 (b)

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

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies the common complaint</td>
<td>1</td>
</tr>
</tbody>
</table>

*Sample answer:*

There was no hot water.

Question 13

*Outcomes assessed: H2.3, H2.4*

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates comprehensive understanding of Joanna’s feelings</td>
<td>4</td>
</tr>
<tr>
<td>• Provides evidence from the text</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some understanding of Joanna’s feelings</td>
<td>2–3</td>
</tr>
<tr>
<td>• Provides some evidence from the text</td>
<td></td>
</tr>
<tr>
<td>• Identifies some relevant information</td>
<td>1</td>
</tr>
</tbody>
</table>

*Sample answer:*

Joanna is happy because she is in Paris and having a great time. She is sad because she won’t be able to go to Elli’s birthday party. She is excited because she has met Pierre who has invited her to spend Christmas with his family.
Question 14 (a)

Outcomes assessed: H2.5

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates comprehensive understanding of who would be interested in</td>
<td>2</td>
</tr>
<tr>
<td>the Kerasia program</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some understanding of who would be interested in the</td>
<td>1</td>
</tr>
<tr>
<td>Kerasia program</td>
<td></td>
</tr>
</tbody>
</table>

**Sample answer:**
Any high school student from around the world studying Greek.

Question 14 (b)

Outcomes assessed: H2.3, H2.4

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates comprehensive understanding of the benefits of the program</td>
<td>3</td>
</tr>
<tr>
<td>• Supports the answer with relevant references from the text</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some understanding of the benefits of the program</td>
<td>2</td>
</tr>
<tr>
<td>• Supports the answer with some references from the text</td>
<td></td>
</tr>
<tr>
<td>• Identifies some relevant references from the text</td>
<td>1</td>
</tr>
</tbody>
</table>

**Sample answer:**
Students would experience Greek family life, take part in Greek language lessons, learn Greek dancing and participate in friendly basketball and soccer matches.

Question 15 (a)

Outcomes assessed: H2.2, H2.3

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies the reason for the origin of the band’s name</td>
<td>1</td>
</tr>
</tbody>
</table>

**Sample answer:**
It’s the first letter of each band member’s name.
Question 15 (b)

Outcomes assessed: H2.2, H2.3

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides detailed information about the experiences of the band</td>
<td>2</td>
</tr>
<tr>
<td>• Identifies some experiences of the band</td>
<td>1</td>
</tr>
</tbody>
</table>

**Sample answer:**

He has been able to visit many countries and meet different people. He has also been able to try lots of different foods.

Question 15 (c)

Outcomes assessed: H2.2, H2.3

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identifies in detail how the band maintains its Greek heritage</td>
<td>2</td>
</tr>
<tr>
<td>• Identifies with limited detail how the band maintains its Greek heritage</td>
<td>1</td>
</tr>
</tbody>
</table>

**Sample answer:**

They use instruments and songs from their own regions in Greece.

Question 15 (d)

Outcomes assessed: H2.3, H2.4

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates comprehensive understanding of how ELA is a good role model</td>
<td>4</td>
</tr>
<tr>
<td>• Provides relevant references from the text</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some understanding of how ELA is a good role model</td>
<td>2–3</td>
</tr>
<tr>
<td>• Provides some relevant references from the text</td>
<td></td>
</tr>
<tr>
<td>• Identifies some relevant information from the text</td>
<td>1</td>
</tr>
</tbody>
</table>

**Sample answer:**

They encourage the preservation of their Greek heritage, show young people the importance of helping others through their charity concert and encourage young people not to give up.
Question 16 (a)

*Outcomes assessed: H2.1, H2.4*

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides detailed information about Fotis</td>
<td>2</td>
</tr>
<tr>
<td>• Provides some information about Fotis</td>
<td>1</td>
</tr>
</tbody>
</table>

*Sample answer:*

Fotis gives advice to young people in his weekly magazine column.

Question 16 (b)

*Outcomes assessed: H2.3, H.4*

**MARKING GUIDELINES**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates comprehensive understanding of the text by explaining in</td>
<td>4</td>
</tr>
<tr>
<td>detail the changes in Spiros’s friend</td>
<td></td>
</tr>
<tr>
<td>• Provides relevant references from the text</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates some understanding of the text by explaining in some</td>
<td>2–3</td>
</tr>
<tr>
<td>detail the changes in Spiros’s friend</td>
<td></td>
</tr>
<tr>
<td>• Provides some references from the text</td>
<td></td>
</tr>
<tr>
<td>• Provides some relevant information from the text</td>
<td>1</td>
</tr>
</tbody>
</table>

*Sample answer:*

He has lost weight and is often tired and irritable. He doesn’t play soccer or go to the movies. He doesn’t go out with his girlfriend any more. He has fallen behind in his school work and has changed since a new boy arrived at school. His friend is also worried that he may be taking drugs.
Question 16 (c)

Outcomes assessed: H2.3, H2.4

MARKING GUIDELINES

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates comprehensive understanding of the advice given to Spiro</td>
<td>4</td>
</tr>
<tr>
<td>Provides relevant references from the text</td>
<td></td>
</tr>
<tr>
<td>Demonstrates some understanding of the advice given to Spiro</td>
<td>2–3</td>
</tr>
<tr>
<td>Provides some relevant references from the text</td>
<td></td>
</tr>
<tr>
<td>Provides some relevant information from the text</td>
<td>1</td>
</tr>
</tbody>
</table>

Sample answer:

Fotis agrees that there is a serious problem but Spiros is advised not to assume that it is drug related. Alexandros may have other problems, either be unwell or have serious family issues. As a friend, Spiros should show support and be understanding by offering to take him to a doctor or the school counsellor.
Section III — Writing in Modern Greek
Part A

Question 17

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

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>• Communicates ideas and information appropriate to audience, purpose and context</td>
</tr>
<tr>
<td>• Applies knowledge of a wide range of vocabulary and linguistic elements</td>
</tr>
<tr>
<td>• Communicates with some awareness of audience, purpose and context</td>
</tr>
<tr>
<td>• Demonstrates a satisfactory knowledge of vocabulary and linguistic elements</td>
</tr>
<tr>
<td>• Demonstrates a limited understanding of the requirements of the task</td>
</tr>
<tr>
<td>• Produces some comprehensible language related to the task</td>
</tr>
</tbody>
</table>

Question 18

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

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>• Communicates relevant ideas and information appropriate to audience, purpose and context</td>
</tr>
<tr>
<td>• Organises information and ideas coherently and effectively</td>
</tr>
<tr>
<td>• Applies knowledge of a wide range of vocabulary and linguistic structures and features</td>
</tr>
<tr>
<td>• Communicates with some awareness of audience, purpose and context</td>
</tr>
<tr>
<td>• Organises ideas and information effectively</td>
</tr>
<tr>
<td>• Demonstrates a satisfactory knowledge of vocabulary and linguistic structures and features</td>
</tr>
<tr>
<td>• Demonstrates some understanding of the requirements of the task</td>
</tr>
<tr>
<td>• Demonstrates limited evidence of the ability to organise ideas</td>
</tr>
<tr>
<td>• Demonstrates some knowledge of vocabulary and linguistic structures and features</td>
</tr>
<tr>
<td>• Demonstrates a limited understanding of the requirements of the task</td>
</tr>
<tr>
<td>• Produces some comprehensible language related to the task</td>
</tr>
</tbody>
</table>
Section III — Writing in Modern Greek
Part B

Question 19

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

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>• Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience</td>
</tr>
<tr>
<td>• Organises information and ideas coherently and effectively</td>
</tr>
<tr>
<td>• Demonstrates knowledge of a wide variety of vocabulary and linguistic elements</td>
</tr>
<tr>
<td>• Demonstrates a high degree of accuracy with possible minor errors</td>
</tr>
<tr>
<td>• Presents and develops original ideas, information, and/or opinions relevant to context, purpose and audience</td>
</tr>
<tr>
<td>• Organises information and ideas coherently</td>
</tr>
<tr>
<td>• Demonstrates some knowledge of a variety of vocabulary and linguistic elements</td>
</tr>
<tr>
<td>• Demonstrates a degree of accuracy with occasional errors</td>
</tr>
<tr>
<td>• Presents and develops some ideas, information, and/or opinions relevant to context, purpose and audience</td>
</tr>
<tr>
<td>• Organises information and ideas with some coherence</td>
</tr>
<tr>
<td>• Demonstrates a satisfactory knowledge of vocabulary and linguistic elements</td>
</tr>
<tr>
<td>• Demonstrates some degree of accuracy with frequent errors</td>
</tr>
<tr>
<td>• Presents some information relevant to the task</td>
</tr>
<tr>
<td>• Demonstrates elementary knowledge of vocabulary and linguistic elements</td>
</tr>
<tr>
<td>• Achieves minimal communication</td>
</tr>
<tr>
<td>• Uses single words and set phrases in isolation</td>
</tr>
<tr>
<td>• Produces some comprehensible language related to the task</td>
</tr>
</tbody>
</table>
# 2008 HSC Modern Greek Beginners Specimen

Marking Guidelines — Oral Examination

## Conversation

20 marks

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

<table>
<thead>
<tr>
<th>MARKING GUIDELINES</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicates effectively and fluently with acceptable intonation and pronunciation</strong></td>
<td>17–20</td>
</tr>
<tr>
<td><strong>Maintains an interaction by responding with relevant information, opinions and/or comment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrates an accurate control of a wide variety of vocabulary and linguistic structures</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Communicates effectively, with some degree of fluency and acceptable intonation and pronunciation</strong></td>
<td>13–16</td>
</tr>
<tr>
<td><strong>Maintains an interaction by responding with relevant information, opinions and/or comment</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrates some knowledge of a variety of vocabulary and linguistic structures</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Maintains satisfactory communication, with some degree of fluency</strong></td>
<td>9–12</td>
</tr>
<tr>
<td><strong>Responds with mostly relevant information and opinions</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrates a satisfactory knowledge of vocabulary and linguistic structures</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Maintains a basic level of communication</strong></td>
<td>5–8</td>
</tr>
<tr>
<td><strong>Responds to simple questions, using formulaic expressions</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrates a limited knowledge of vocabulary and linguistic structures, with occasional anglicisms and evidence of the influence of English syntax</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Maintains minimal communication</strong></td>
<td>1–4</td>
</tr>
<tr>
<td><strong>Responds with a limited range of ideas</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrates little knowledge of vocabulary and linguistic structures, using single words, anglicisms and English syntax</strong></td>
<td></td>
</tr>
</tbody>
</table>
Modern Greek Beginners
2008 HSC Specimen Paper Mapping Grid

For each item in the examination, the grid shows the marks allocated, the syllabus content and syllabus outcomes it relates to, and the bands on the performance scale it is targeting. The range of bands shown indicates the performance candidates may be able to demonstrate in their responses. That is, if an item is shown as targeting Bands 3–5, it indicates that candidates who demonstrate performance equivalent to the Band 3 descriptions should be able to score some marks on the item, while those who perform at Band 5 or above could reasonably be expected to gain high marks. In the case of one-mark items, candidates who demonstrate performance at or above the bands shown generally could be expected to answer the item correctly.

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
<th>Content</th>
<th>Syllabus outcomes</th>
<th>Targeted performance bands</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral Examination</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Conversation – Covering student’s personal world</td>
<td>H1.1, H1.2, H1.3</td>
<td>2–6</td>
<td></td>
</tr>
<tr>
<td><strong>Written Examination</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Section I — Listening</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>Friends, recreation and pastimes – advertisement</td>
<td>H2.5</td>
<td>2–3</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Friends, recreation and pastimes – advertisement</td>
<td>H2.5</td>
<td>2–3</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>Neighbourhoods and communities – conversation</td>
<td>H2.2, H2.4</td>
<td>2–4</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Holidays, travel and tourism – conversation</td>
<td>H2.2</td>
<td>2–4</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>Friends, recreation and pastimes – conversation</td>
<td>H2.2, H2.4</td>
<td>2–4</td>
</tr>
<tr>
<td>6</td>
<td>3</td>
<td>Education and work – conversation</td>
<td>H2.3, H2.4</td>
<td>2–5</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>Family life and home – conversation</td>
<td>H2.2</td>
<td>2–5</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>Holidays, travel and tourism – conversation</td>
<td>H2.3, H2.4</td>
<td>2–5</td>
</tr>
<tr>
<td>9 (a)</td>
<td>1</td>
<td>Friends, recreation and pastimes – conversation</td>
<td>H2.1</td>
<td>2–3</td>
</tr>
<tr>
<td>9 (b)</td>
<td>3</td>
<td>Friends, recreation and pastimes – conversation</td>
<td>H2.3, H2.4</td>
<td>2–5</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>Future plans and aspirations – conversation</td>
<td>H2.3, H2.4</td>
<td>2–6</td>
</tr>
<tr>
<td>11</td>
<td>5</td>
<td>Education and work – conversation</td>
<td>H2.3, H2.4</td>
<td>2–6</td>
</tr>
<tr>
<td><strong>Section II — Reading</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 (a)</td>
<td>1</td>
<td>Friends, recreation and pastimes – survey</td>
<td>H2.1</td>
<td>2–3</td>
</tr>
<tr>
<td>12 (b)</td>
<td>1</td>
<td>Friends, recreation and pastimes – survey</td>
<td>H2.2</td>
<td>2–3</td>
</tr>
<tr>
<td>13</td>
<td>4</td>
<td>Holidays, travel and tourism – postcard</td>
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<td>Education and work – web page</td>
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<tr>
<td>Question</td>
<td>Marks</td>
<td>Content</td>
<td>Syllabus outcomes</td>
<td>Targeted performance bands</td>
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**Written Examination**  
**Section III — Writing in Modern Greek**  
**Part A**

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<td>Family life and home – message</td>
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<td>18</td>
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<td>H1.2, H1.2, H1.3</td>
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**Written Examination**  
**Section III — Writing in Modern Greek**  
**Part B**

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<td>19 (a)</td>
<td>10</td>
<td>Friends, recreation and pastimes – diary entry</td>
<td>H3.1, H3.2, H3.3</td>
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<td>Neighbourhoods and communities – diary entry</td>
<td>H3.1, H3.2, H3.3</td>
<td>2–6</td>
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MODERN GREEK BEGINNERS DRAFT PERFORMANCE BANDS

The typical performance in this band:

| Band 6 | • maintains effective oral and written communication through the exchange of relevant information, opinions and ideas across a range of contexts, purposes and audiences  
• uses Modern Greek authentically, demonstrating an excellent knowledge and control of vocabulary and linguistic structures and features  
• maintains a coherent progression of ideas  
• demonstrates an excellent understanding of spoken and written texts, including their tone, audience, purpose and context  
• demonstrates an excellent ability to draw conclusions from, and justifies opinions about spoken and written texts |
| Band 5 | • maintains effective oral and written communication through the exchange of relevant information across a range of contexts, purposes and audiences  
• uses Modern Greek competently, demonstrating a thorough knowledge and control of vocabulary and linguistic structures and features  
• organises information to achieve a degree of cohesive structure  
• demonstrates an overall understanding of a range of spoken and written texts, and responds identifying most relevant detail  
• demonstrates a good ability to draw conclusions from, and justifies opinions about spoken and written texts |
| Band 4 | • maintains appropriate oral and written communication despite errors in grammar  
• uses of a range of vocabulary and linguistic structures and features to communicate effectively in Modern Greek  
• demonstrates the ability to organise and express ideas and information with some weaknesses in structure and sequencing  
• demonstrates some overall understanding of spoken and written texts with the ability to identify some detail  
• demonstrates a sound ability to draw conclusions from, and justifies opinions about spoken and written texts |
| Band 3 | • communicates, with some errors in grammar, some information and ideas in a range of familiar contexts  
• demonstrates an understanding of basic vocabulary, and familiar linguistic structures and features of Modern Greek, with errors in spelling, grammar and syntax and with evidence of the influence of English syntax and vocabulary  
• presents some coherently linked ideas  
• demonstrates a basic understanding of the main ideas in spoken and written texts but does not always identify relevant detail accurately  
• demonstrates a basic ability to draw conclusions from, and justifies opinions about spoken and written texts |
| Band 2 | • communicates a limited range of information and ideas in basic Modern Greek  
• identifies isolated detail and/or single words in spoken and written texts |
| Band 1 |