

## 2016 HSC Modern Greek Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Identifies the purpose of the call	2
• Provides some relevant information	1

*Sample answer:*

To tell her mother that she won't be home for dinner and to ask her mum to bring her books to Angelikis's place.

#### Question 2

Criteria	Marks
• Demonstrates a good understanding of why Elli is reluctant to agree to Yianni's suggestion	2
• Provides some relevant information	1

*Sample answer:*

She thinks that the money will not reach the poor children in Africa and she would prefer to help needy children in Australia instead.

**Question 3**

Criteria	Marks
• Correctly completes all the details	3
• Correctly completes some details	2
• Provides some relevant information	1

*Sample answer:*

Job description	
Job location	Spain
Work experience	<b>Work experience in a law firm</b>
Languages required	French and Spanish
Character traits	<ul style="list-style-type: none"> <li>• Hard working</li> <li>• <b>Compassionate</b></li> </ul>
Contact number	<b>75 34 98 26</b>

**Question 4**

Criteria	Marks
• Identifies the correct answer	1

*Answer:*

(D)

**Question 5**

Criteria	Marks
• Demonstrates a thorough understanding of why the interviewer is impressed with Giorgo	4
• Demonstrates a good understanding of why the interviewer is impressed with Giorgo	3
• Demonstrates some understanding of Giorgo's achievements	2
• Provides some relevant information	1

*Sample answer:*

The interviewer is impressed because despite living in a remote village he pursued a love for reading; he wrote his first book at the age of 17; he has launched a program involving children reading books to the elderly and to sick children; he is financing the building of remote libraries.

**Question 6**

Criteria	Marks
• Demonstrates a thorough understanding of the different emotions Stella displays in the course of the conversation	4
• Demonstrates a good understanding of the different emotions Stella displays	3
• Demonstrates some understanding of Stella's different emotions	2
• Provides some relevant information	1

**Sample answer:**

Stella displays anger towards her brother's selfishness. He has still not repaid her the money she lent him 6 months ago. She also shows frustration with her parents who have spoiled him and allowed him to laze around. She shows empathy towards his girlfriend and fears that she'll leave him.

**Question 7**

Criteria	Marks
• Summarises the main benefits presented in the advertisement	4
• Identifies the benefits presented in the advertisement	3
• Identifies some of the benefits presented in the advertisement	2
• Provides some relevant information	1

**Sample answer:**

- Develop new relationships
- Become more environmentally aware
- Improve Greek language skills OR understanding of Greek culture.

**Question 8**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a thorough understanding of how the speakers convey their opinions of Stavro with reference to language and content	5
• Demonstrates a good understanding of how the speakers convey their opinions of Stavro with some reference to language and content	4
• Demonstrates some understanding of how the speakers convey their opinions of Stavro with minimal reference to language and/or content	3
• Demonstrates a limited understanding of the speakers' opinions	2
• Provides some relevant information	1

***Sample answer:***

Eleni demonstrates her positive opinions of Stavro through the use of superlatives such as 'the best' and the use of words such as 'amazing', 'hottie'. She has a counter argument for every negative that Petro raises eg when she refers to the adversities that he has had to overcome.

By comparison Petro demonstrates his negative opinion by accusing Stavro of using steroids and downplaying his achievement eg he is no better than any other player. He uses sarcasm at the end of the conversation to question Stavro's generosity. He accuses Stavro of being a traitor.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

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

**Sample answer:**

The purpose of the blog is for Pavlos to inform friends of his decision to get a tattoo and to get their opinions about his decision.

#### Question 9 (b)

Criteria	Marks
• Demonstrates a good understanding of how Pavlo justifies his decision	3
• Demonstrates some understanding of how Pavlo justifies his decision	2
• Provides some relevant information	1

**Sample answer:**

Pavlo has decided to get a tattoo after giving it a lot of thought, including the specific details. He sees tattoos as an expression of himself and not a fashion trend. He believes that his parents shouldn't object because they have taught him to express himself freely.

#### Question 9 (c)

Criteria	Marks
• Demonstrates a perceptive understanding of what is revealed about Aliki's and Stefano's personalities	5
• Demonstrates a comprehensive understanding of what is revealed about Aliki's and Stefano's personalities	4
• Demonstrates a good understanding of what is revealed about Aliki's and Stefano's personalities	3
• Demonstrates some understanding of Aliki's and Stefano's views	2
• Provides some relevant information	1

**Sample answer:**

Aliki is conservative. She is concerned with what others think, particularly family and future employers. She is also judgemental, implying tattoos are only popular with criminals, and this is also evident in her initial response of 'Have you gone mad?'.

On the other hand, while Stefano reveals that he is not a risk taker and lacks courage, he is more open-minded/receptive to the idea of tattoos, although he too has concerns about the pain and his parents. He is more mature as he recognises that tattoos hold different meanings for different people.

**Question 10 (a)**

Criteria	Marks
• Demonstrates a good understanding of who the target audience is	2
• Provides some relevant information	1

**Sample answer:**

School leavers who need time to decide their future.

**Question 10 (b)**

Criteria	Marks
• Demonstrates a good understanding of how the introductory paragraph engages the reader's attention	3
• Demonstrates some understanding of how the introductory paragraph engages the reader's attention	2
• Provides some relevant information	1

**Sample answer:**

The reader's attention is engaged by the use of rhetorical questions 'Why don't you do ...', the use of vivid imagery, 'they break their moneybox', and the use of persuasive/imperative language, 'Don't wait another minute ...'.

**Question 10 (c) (i)**

Criteria	Marks
• Demonstrates a good understanding of the meaning of the title with reference to the text	2
• Provides some relevant information	1

**Sample answer:**

The reader is told not to be afraid of the unknown and is encouraged to explore the unknown world outside his/her personal world.

**Question 10 (c) (ii)**

Criteria	Marks
• Demonstrates a good understanding of the meaning of the statement with reference to the text	2
• Provides some relevant information	1

**Sample answer:**

It is significant because it challenges the reader to travel to and live in unfamiliar places and it acknowledges the difficulties involved in doing so.

**Question 10 (d)**

<b>Criteria</b>	<b>Marks</b>
• Demonstrates a perceptive understanding of the desirable qualities needed for this experience with reference to the text	6
• Demonstrates a thorough understanding of the desirable qualities needed for this experience with reference to the text	5
• Demonstrates a good understanding of the desirable qualities needed for this experience with some reference to the text	3–4
• Demonstrates some understanding of the desirable qualities needed for this experience	2
• Provides some relevant information	1

***Sample answer:***

Someone who would embark on this journey would have to be adaptable and flexible as they will have to go without life's luxuries. They would have to be open-minded because they would be exposed to different cultures and lifestyles. They would have to have a sense of adventure because as a risk-taker they will be forced to live outside of their comfort zone. They would have to be sociable because they will be meeting different people and independent because they will be living away from home and family.

## Section II — Reading and Responding

### Part B

#### Question 11

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates an excellent understanding of the whole text</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates a good understanding of the text</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Responds to some of the questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Attempts to structure relevant information and ideas</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Responds to some of the questions, statements, comments and/or specific information in the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited ability to link information and ideas or structure text</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Responds to isolated elements in the text</li> <li>• Uses single words or set formulae to express information</li> </ul>	1–3

### Section III — Writing in Modern Greek

#### Question 12

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

**Section III (continued)****Question 13**

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

# 2016 HSC Modern Greek Continuers Mapping Grid

## Oral Examination

Question	Marks	Content	Syllabus outcomes
	20	Conversation — covering student's personal world	H1.1, H1.2, H1.3, H1.4

## Written Examination

### Section I — Listening and Responding

Question	Marks	Content	Syllabus outcomes
1	2	The school experience — message	H3.3
2	2	Special traditions — conversation	H3.1
3	3	The world of work — advertisement	H3.1
4	1	Lifestyles — announcement	H3.3
5	4	People and events — interview	H3.4
6	4	Relationships — conversation	H3.5
7	4	Youth issues — advertisement	H3.2
8	5	Personal identity — conversation	H3.6

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Youth issues — blog	H3.3
9 (b)	3	Youth issues — blog	H3.4
9 (c)	5	Youth issues — blog	H3.6
10 (a)	2	Lifestyles — article	H3.3
10 (b)	3	Lifestyles — article	H3.5
10 (c) (i)	2	Lifestyles — article	H3.4
10 (c) (ii)	2	Lifestyles — article	H3.4
10 (d)	6	Lifestyles — article	H3.5

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Youth issues — advertisement/email	H1.2, H1.3, H3.1

### Section III — Writing in Modern Greek

Question	Marks	Content	Syllabus outcomes
12	5	Lifestyles — diary entry	H2.1, H2.2, H2.3
13 (a)	10	People and events — script of speech	H2.1, H2.2, H2.3
13 (b)	10	The school experience — script of speech	H2.1, H2.2, H2.3