

## **2017 HSC Modern Greek Continuers**

### **Marking Guidelines**

#### **Section I — Listening and Responding**

##### **Question 1**

<b>Criteria</b>	<b>Marks</b>
• Identifies the arrangements being announced	2
• Provides some relevant information	1

*Sample answer:*

Those going on the excursion are to meet at the school entrance at 11.30 am and those not going have to report to the library.

##### **Question 2**

<b>Criteria</b>	<b>Marks</b>
• Provides the correct answer	1

*Sample answer:*

B (parachuting)

**Question 3**

Criteria	Marks
• Completes the list correctly	3
• Partially completes the list or identifies some of the tasks	2
• Provides some relevant information	1

*Sample answer:*

<b>To do</b>	
Louka	<i>Prepare speech</i> .....
Georgia	<i>Organise a group of people to clean up</i> .....
Artemi	<i>Collect money for the gift</i> .....

**Question 4**

Criteria	Marks
• Demonstrates a comprehensive understanding of and how Antony tries to convince Irene to change her plans	3
• Demonstrates a sound understanding of how Antony tries to convince Irene to change her plans	2
• Provides some relevant information	1

*Sample answer:*

Antony tries to convince her to stay longer with her grandfather before meeting up with her friends. He makes her feel guilty by reminding her of everything her grandfather has done for her and by changing the arrangements to suit her.

### Question 5

Criteria	Marks
• Demonstrates a thorough understanding of Katina’s change of attitude	3
• Demonstrates a sound understanding of Katina’s change of attitude	2
• Provides some relevant information	1

**Sample answer:**

Katina starts off concerned/worried about the family moving while she is preparing for her final exams. She is also concerned that she will miss her friends. Then she becomes more accepting of the idea when Andrea reassures her that her friends would visit her on the weekends. By the end, she is more positive about the move because Andrea suggests that she can live at his place until the end of exams.

### Question 6

Criteria	Marks
• Demonstrates a thorough understanding of the relationship between the speakers, with reference to the text	4
• Demonstrates a sound understanding of the relationship between the speakers, with some reference to the text	3
• Demonstrates some understanding of the relationship between the speakers	2
• Provides some relevant information	1

**Sample answer:**

The speakers are best friends/know each other well. Mary has often helped Petro with problems and he often relies on her help. She is more mature in the relationship as she gives him solutions eg to go to the bank. It also highlights that it is a supportive relationship eg trying to help him with solutions on how to fix the problem. The relationship is also nurturing as she is trying to get him to face his problems on his own.

### Question 7

Criteria	Marks
• Demonstrates a thorough understanding of the career Yianni has chosen and Mrs Makraki's concerns	4
• Demonstrates a sound understanding of the career Yianni has chosen and of Mrs Makraki's concerns	3
• Demonstrates some understanding of the career Yianni has chosen and/or of Mrs Makraki's concerns	2
• Provides some relevant information	1

**Sample answer:**

Mrs Makraki is concerned that being an accountant may not suit Yianni's personality and that he has not given this enough thought. She is also concerned that he has never shown any interest in working with numbers but has loved acting. She has admired his independence but feels that it has been compromised. She is also concerned that he has not discussed his passion for acting with his parents, who might be understanding and supportive if they knew.

### Question 8

Criteria	Marks
• Demonstrates a comprehensive understanding of how Mrs Ioannou tries to promote her invention with detailed reference to content and language	5
• Demonstrates a sound understanding of how Mrs Ioannou tries to promote her invention with some reference to content and language	4
• Demonstrates some understanding of how Mrs Ioannou tries to promotes her invention with some reference to content and/or language	3
• Demonstrates some understanding of the text	2
• Provides some relevant information	1

**Sample answer:**

Mrs Ioannou tries to promote her invention by highlighting the benefits of the lid that prevents others tampering with drinks. Some of the ways she does this is: by using adjectives to emphasise its distinctive qualities eg revolutionary, fantastic; by using rhetorical questions to encourage people to buy it eg don't we always fear someone ... in our drink?; by pointing out the enticing features of the product eg it is easy to use / it's technologically smart; by appealing to parental sense of duty eg What responsible parent ...?; by using emphatic phrases eg an absolute must for everyone, not anymore! The name she has given it is also appealing to people's desire for safety.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
• Demonstrates a good understanding of what the author of the first article found impressive	2
• Provides some relevant information	1

**Sample answer:**

The welcoming reception that refugee children received was impressive. Also impressive was the support for their right to an education.

#### Question 9 (b)

Criteria	Marks
• Provides a good understanding of the purpose of the second article	2
• Provides some relevant information	1

**Sample answer:**

To inform readers that a government (of a particular European country) has found a solution to house refugees, using prisons which have been closed down (because the country's crime rate has decreased).

#### Question 9 (c)

Criteria	Marks
• Provides a good understanding of the choice of title for the third article	3
• Provides some understanding of the choice of title for the third article	2
• Provides some relevant information	1

**Sample answer:**

The title, 'Shame! Disgraceful!' is eye-catching and reflects the author's feelings about the situation in which some European countries find themselves. He thinks that it is shameful that children in the 21st century are starving and fearful of their futures. He also thinks that it is shameful that the employment situation has become so tragic that parents are no longer able to feed and provide their children with basic necessities.

**Question 9 (d)**

Criteria	Marks
• Provides a perceptive understanding of how the author of the fourth article engages the reader	5
• Provides a comprehensive understanding of how the author of the fourth article engages the reader	4
• Provides a good understanding of how the author of the fourth article engages the reader	3
• Provides some understanding of how the author of the fourth article engages the reader	2
• Provides some relevant information	1

**Sample answer:**

The author engages the reader by using the first person narrative, involving them in the story. Emotive language is used eg συγκινήθηκα (I was moved), δάκρυα (tears), τάρραξε (stirred), μαγικό (magical), απολάμβαναν (they enjoyed). The author uses the song as a vehicle for his message which is that children should be protected, as they are the future. There is use of a rhetorical question to highlight the timeless relevance of this message.

**Question 10 (a)**

Criteria	Marks
• Demonstrates a good understanding of what has led the author to reflect on the grandmother's words	3
• Demonstrates some understanding of what has led the author to reflect on the grandmother's words	2
• Provides some relevant information	1

**Sample answer:**

The grandmother used to say that the more she got to know humans, the more she came to love animals. The author reflects on this, as he/she is disillusioned. He/she hears and knows stories about people who choose to do bad things even though they have the capacity to tell right from wrong, while animals, the inferior beings, are capable of helping people selflessly.

**Question 10 (b)**

Criteria	Marks
• Provides a comprehensive description of what the author observes about relationships	4
• Provides a good description of what the author observes about relationships	3
• Provides some description of what the author observes about relationships	2
• Provides some relevant information	1

**Sample answer:**

The author observes that people find it easier to form a close bond with an animal than with other people. He/she thinks that this is the case because animals are not demanding (do not expect anything in return and need no explanation) and they do not discriminate.

He/she observes that humans have better relationships with dogs than they have with other humans. He/she reflects on the admirable qualities of dogs which are absent in humans eg they form strong bonds of loyalty with their owners / they understand the mental state of humans / they provide companionship for the sick.

**Question 10 (c)**

Criteria	Marks
• Provides a perceptive explanation of the author's tone in the last paragraph	5
• Provides a thorough explanation of the author's tone in the last paragraph	4
• Provides a good explanation of the author's tone in the last paragraph	3
• Provides some explanation of the author's tone in the last paragraph	2
• Provides some relevant information	1

**Sample answer:**

By the last paragraph the author is outraged. He/she uses a string of rhetorical questions to convey his/her indignation that people are not sensitive to animals as living beings, considering/treating them as if they are toys or objects. He/she speaks sarcastically about the number of animals abandoned after Christmas when they have lost their cuteness. He/she feels that people degrade dogs by trying to humanise them. He/she shows contempt for humans and compassion for the poor, defenceless animals. He/she ends with an accusing tone that such treatment of dogs equates to abuse.

**Question 10 (d)**

Criteria	Marks
• Provides the correct answer	1

**Sample answer:**

Answer: C

**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

Criteria	Marks
<ul style="list-style-type: none"> <li>• Writes effectively and appropriately for the audience, purpose and context of the task</li> <li>• Manipulates language structures authentically and creatively relevant to the task</li> <li>• Sequences and structures ideas and information coherently and effectively</li> </ul>	10
<ul style="list-style-type: none"> <li>• Writes with a good understanding of the audience, purpose and context of the task</li> <li>• Demonstrates 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

# 2017 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 — announcement	3.3
2	1	Lifestyles — conversation	3.4
3	3	People and events — telephone message	3.1
4	3	Youth issues — telephone conversation	3.6
5	3	Personal identity — conversation	3.4
6	4	Youth issues — conversation	3.4
7	4	The school experience — conversation	3.5
8	5	Youth issues — interview	3.6

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	The migrant experience — newspaper articles	3.1
9 (b)	2	The migrant experience — newspaper articles	3.1
9 (c)	3	The migrant experience — newspaper articles	3.5
9 (d)	5	The migrant experience — newspaper articles	3.6
10 (a)	3	Relationships – article	3.5
10 (b)	4	Relationships – article	3.5
10 (c)	5	Relationships – article	3.3
10 (d)	1	Relationships – article	3.4

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
11	15	The school experience — email	H1.2, H1.3, H3.1

### Section III — Writing in Modern Greek

Question	Marks	Content	Syllabus outcomes
12	5	Lifestyles — email	H2.1, H2.2, H2.3
13 (a)	10	The school experience — article	H2.1, H2.2, H2.3
13 (b)	10	The school experience — article	H2.1, H2.2, H2.3