

## 2018 HSC Modern Greek Continuers Marking Guidelines

### Section I — Listening and Responding

#### Question 1

Criteria	Marks
• Demonstrates a sound understanding of the purpose of the phone call	2
• Provides some relevant information	1

**Sample answer:**

To inform Irene to leave earlier because of the traffic chaos and to let the rest of the group know.

#### Question 2

Criteria	Marks
• Demonstrates a sound understanding of the change being announced	2
• Provides some relevant information	1

**Sample answer:**

The tourists will no longer visit the museum. The tourists will visit the gardens instead and will now receive a free meal.

### Question 3

Criteria	Marks
<ul style="list-style-type: none"> <li>Provides a thorough justification of how likely it is that Niko will be influenced by Fotini's comments</li> </ul>	3
<ul style="list-style-type: none"> <li>Provides sound justification of how likely it is that Niko will be influenced by Fotini's comments</li> </ul>	2
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

Niko is likely to be influenced by Fotini's comments because she implies that he shouldn't be pressured by his friends as he has no interest in sport, his passion lies in cooking and there are promising career opportunities in that field.

### Question 4

Criteria	Marks
<ul style="list-style-type: none"> <li>Identifies the correct answer</li> </ul>	1

**Sample answer:**

A

### Question 5

Criteria	Marks
<ul style="list-style-type: none"> <li>Summarises the main points of the report</li> </ul>	4
<ul style="list-style-type: none"> <li>Summarises most of the main points of the report</li> </ul> OR	3
<ul style="list-style-type: none"> <li>Provides the main points of the report without a summary</li> </ul>	
<ul style="list-style-type: none"> <li>Summarises some points of the report</li> </ul> OR	2
<ul style="list-style-type: none"> <li>Provides most of the main points of the report without a summary</li> </ul>	
<ul style="list-style-type: none"> <li>Provides some relevant information</li> </ul>	1

**Sample answer:**

- Another language will be taught in Russian schools
- Greek was chosen because of the commonalities
- Benefits include political, financial and cultural.

**Question 6**

Criteria	Marks
• Provides a thorough explanation of how Strato became an anti-bullying role model	4
• Provides a sound explanation of how Strato became an anti-bullying role model	3
• Provides some explanation of how Strato became an anti-bullying role model	2
• Provides some relevant information	1

**Sample answer:**

Strato started high school as a neglected child. Everyone was afraid of him, but with the support and love of his teachers, he developed into a caring and responsible human being who campaigned against school violence (bullying). He also initiated health programs that fostered the wellbeing of all students, not just the disadvantaged.

**Question 7**

Criteria	Marks
• Demonstrates a thorough understanding of what the interview reveals about Alexander's values with reference to the text	4
• Demonstrates a sound understanding of what the interview reveals about Alexander's values with some reference to the text	3
• Demonstrates some understanding of what the interview reveals about Alexander's values	2
• Provides some relevant information	1

**Sample answer:**

Alexander values education. However, he feels that having a job is important because it makes you feel useful and independent. The value he places on his heritage is reflected in the comments he makes about his roots. He values the contribution of the older generation, ie their knowledge, skills and guidance.

**Question 8**

Criteria	Marks
• Provides a perceptive comparison of how each speaker conveys his/her point of view through use of language	5
• Provides a thorough comparison of how each speaker conveys his/her point of view through use of language	4
• Provides a sound comparison of how each speaker conveys his/her point of view through use of language	3
• Demonstrates some understanding of how the speakers convey their points of view	2
• Provides some relevant information	1

**Sample answer:**

Kosta's use of negative language *καταστροφή* and exaggeration *με πιάνει κρίση* conveys how inflexible and opposed he is to Anna's suggestion of the mobile phone ban. He disapproves of Anna's praise of the initiative and expresses his disbelief with emotive questions such as *Δεν έγινε επανάσταση;* He uses the imperative to reinforce his feelings and to warn Anna against recommending such a ban at their school *Ούτε να το σκέφτεσαι!*

By comparison, Anna uses positive language to convey her support of the ban with expressions such as *Η αλλαγή ήταν εκπληκτική!* Her use of attractive imagery in *Τα παιδιά συζητούσαν, γελούσαν* promotes her approval of the change. She uses exclamatory expressions such as *Τι συγκέντρωση! Τι προσοχή ...!* to create a sense of wonderment at the amazing transformation in the classroom.

## Section II — Reading and Responding

### Part A

#### Question 9 (a)

Criteria	Marks
• Identifies what has prompted Olga to start the discussion	2
• Provides some relevant information	1

**Sample answer:**

Her sister's fiancé has demanded a dowry and the wedding is now in jeopardy.

#### Question 9 (b)

Criteria	Marks
• Demonstrates a sound understanding of how Kyriaki justifies her point of view	2
• Provides some relevant information	1

**Sample answer:**

Kyriaki sees merit in the tradition. She justifies this by saying it is an accepted practice in other cultures, and it gives the couple a good start.

**Answers could include:**

Parents with daughters expect it.

#### Question 9 (c)

Criteria	Marks
• Demonstrates a thorough understanding of how Marina uses language to express her opinion	3
• Demonstrates a sound understanding of how Marina uses language to express her opinion	2
• Provides some relevant information	1

**Sample answer:**

Marina expresses her indignation about the issue of dowry through her use of derogatory expressions such as *Τι αηδία!* There is use of idiomatic expressions *να του δώσει τα παπούτσια στο χέρι!* to indicate that a woman should reject a man if he makes such a demand. She also uses the rhetorical question *Χάθηκαν οι άντρες;* to show that women have choices.

### Question 9 (d)

Criteria	Marks
• Demonstrates a thorough understanding of the purpose of Theodoro's comments	3
• Demonstrates a sound understanding of the purpose of Theodoro's comments	2
• Provides some relevant information	1

**Sample answer:**

The purpose of his comments is to present a more balanced and objective perspective. He tries to take the emotion out of the argument by arguing that other factors should be considered, such as a family's financial position. He tries to convince them that traditions should not be measured against modern standards.

### Question 9 (e)

Criteria	Marks
• Identifies the correct answer	1

**Sample answer:**

B

### Question 10 (a)

Criteria	Marks
• Demonstrates a thorough understanding of Dimitri's life in Greece	3
• Demonstrates a sound understanding of Dimitri's life in Greece	2
• Provides some relevant information	1

**Sample answer:**

Dimitri lived on a small island with his family. At the age of 17, Dimitri, now orphaned, migrated with his siblings to a bigger island to live with his grandmother. She could not support the family so Dimitri was forced to work very hard. Eventually he saved enough money for his ticket to migrate to Australia.

### Question 10 (b)

Criteria	Marks
• Demonstrates a sound understanding of what is implied by this statement	2
• Provides some relevant information	1

**Sample answer:**

These words imply that as soon as he landed in Australia he was called Jim instead of Dimitri. This implies the beginning of his Australianisation.

### Question 10 (c)

Criteria	Marks
• Provides a thorough understanding of what the article reveals about Dimitri's personality	4
• Provides a sound understanding of what the article reveals about Dimitri's personality	3
• Demonstrates some understanding of what the article reveals about Dimitri's personality	2
• Provides some relevant information	1

**Sample answer:**

Dimitri was responsible/unselfish because at a very young age he took on the care of his orphaned siblings and eventually brought them all to Australia. He showed strength of character and resourcefulness not only in working hard to support himself and his family but also in studying hard to improve his English and his job prospects. He was resilient as shown through his fighting spirit to continue after the loss of his parents and alienation from his birthplace and loved ones.

### Question 10 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of how the writer engages the reader with reference to the text	5
• Demonstrates a thorough understanding of how the writer engages the reader with reference to the text	4
• Demonstrates a sound understanding of how the writer engages the reader with reference to the text	3
• Demonstrates some understanding of how the writer engages the reader with some reference to the text	2
• Provides some relevant information	1

**Sample answer:**

The reader is engaged through the writer's use of a variety of techniques such as the use of the 1st person to relate the experience as personal *απόρρησα, ταξίδεψα*; the use of beautiful imagery to convey the sentimental connection towards the father's birthplace *γραφικό νησάκι, ωραίες παιδικές αναμνήσεις*; the use of a rhetorical question to convey amazement at the father's courage *Πώς έφυγε από ένα τόσο γραφικό νησάκι*; the use of the word *παράδεισο* is in direct contrast to the hardships he found in Australia; the completion of his journey is reflected in the last line which evokes admiration in the reader as Dimitri finally fulfils his duty towards his 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

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

# 2018 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	Relationships — telephone message	H3.1
2	2	Lifestyles — announcement	H3.1
3	3	The school experience — face-to-face conversation	H3.4
4	1	The world of work — telephone message	H3.4
5	4	The school experience — news report	H3.2
6	4	Youth issues — speech	H3.4
7	4	The world of work — interview	H3.5
8	5	The school experience — face-to-face conversation	H3.6

### Section II — Reading and Responding

#### Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Special traditions — blog	H3.1
9 (b)	2	Special traditions — blog	H3.5
9 (c)	3	Special traditions — blog	H3.6
9 (d)	3	Special traditions — blog	H3.3
9 (e)	1	Special traditions — blog	H3.2
10 (a)	3	The migrant experience — article	H3.1
10 (b)	2	The migrant experience — article	H3.5
10 (c)	4	The migrant experience — article	H3.4
10 (d)	5	The migrant experience — article	H3.6

### Section II — Reading and Responding

#### Part B

Question	Marks	Content	Syllabus outcomes
11	15	Lifestyles — email and attached form	H1.2, H1.3, H3.1, H2.3

### Section III — Writing in Modern Greek

Question	Marks	Content	Syllabus outcomes
12	5	Special traditions — note	H2.1, H2.2, H2.3
13 (a)	10	The school experience — letter	H2.1, H2.2, H2.3
13 (b)	10	Relationships — letter	H2.1, H2.2, H2.3