

2019 HSC Modern Greek Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Demonstrates a sound understanding of why the teacher is addressing the students	2
• Provides some relevant information	1

Sample answer:

The teacher is addressing them because they left the classroom in a terrible state and as a result they won't be allowed to stay there again during the breaks.

Question 2

Criteria	Marks
• Demonstrates a sound understanding of why someone would want to attend this event	3
• Demonstrates some understanding of why someone would want to attend this event	2
• Provides some relevant information	1

Sample answer:

Someone would want to attend this event because this play will only be performed once. It is a very funny comedy. It will star famous actors.

Question 3

Criteria	Marks
• Demonstrates a thorough understanding of what the conflict is about	3
• Demonstrates a sound understanding of what the conflict is about	2
• Provides some relevant information	1

Sample answer:

Petro wants to leave school to become a mechanic but his mother wants him to go to university. She is also angry that he has discussed the issue with a stranger before consulting his parents.

Question 4

Criteria	Marks
• Provides a thorough explanation of the attitude of each speaker	3
• Provides a sound explanation of the attitude of each speaker	2
• Provides some relevant information	1

Sample answer:

Martha is angry because when Katie, their neighbour, throws her loose rubbish in the bin and overfills it, it creates more work for her as it is blown into the street. John is not as concerned and wants to keep the peace because he values the relationship they have with Katie who is a wonderful neighbour.

Question 5

Criteria	Marks
• Completes the summary table correctly	4
• Completes most of the summary table correctly	3
• Completes some of the summary table correctly	2
• Provides some relevant information	1

Sample answer:

Problem	<i>Plastic in the ocean/water pollution</i>
Discovery	<i>Saliva from frogs dissolves plastic</i>
Advantages	<ol style="list-style-type: none"> 1. <i>Cost effective</i> 2. <i>Eco-friendly</i>

Question 6

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

D

Question 7

Criteria	Marks
• Demonstrates a thorough understanding of the extent to which Alexi's reaction is justified with detailed reference to the text	4
• Demonstrates a sound understanding of the extent to which Alexi's reaction is justified with some reference to the text	3
• Demonstrates some understanding of Alexi's reaction	2
• Provides some relevant information	1

Sample answer:

Alexi is angry at being booked for having his arm out of the window while driving. He is justified in his anger as he felt that no-one else was endangered by his driving. He's never been in trouble with the law before and he didn't appreciate the way the policeman spoke to him. On the other hand, he did break the law.

Question 8

Criteria	Marks
• Demonstrates a perceptive understanding of how Mr Sidiropoulos tries to promote his business through content and language	5
• Demonstrates a thorough understanding of how Mr Sidiropoulos tries to promote his business through content and language	4
• Demonstrates a sound understanding of how Mr Sidiropoulos tries to promote his business through content and/or language	3
• Demonstrates some understanding of how Mr Sidiropoulos tries to promote his business	2
• Provides some relevant information	1

Sample answer:

Mr Sidiropoulos describes his restaurant appealingly by mentioning the relaxed atmosphere, the old traditional building and the oven. He talks about the revival of forgotten recipes to highlight the authenticity of the restaurant. To encourage the listeners to act immediately, he also offers a free bottle of wine to the first twenty customers. He uses a variety of adjectives to describe the food, atmosphere and experience to entice customers eg 'amazing cuisine', 'delicious dishes', 'unforgettable experience', 'warm hospitality'. The repetitive use of the imperative 'Come...!' emphasises the importance of attending. He uses emotive language 'nostalgic', 'magical' to evoke the images of a bygone era.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Demonstrates a sound understanding of why the writer feels regretful	2
• Provides some relevant information	1

Sample answer:

The writer has started travelling late in life and regrets this as travelling has broadened his horizons and brought great happiness to his life.

Question 9 (b)

Criteria	Marks
• Demonstrates a thorough understanding of the writer's impressions of Venice	3
• Demonstrates a sound understanding of the writer's impressions of Venice	2
• Provides some relevant information	1

Sample answer:

The writer is amazed at the beauty of Venice, its canals, gondolas and architecture. However he is disillusioned with waiting in long queues in the heat, the smell of the canals in summer and learning that Venice is gradually sinking.

Question 9 (c)

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

Sample answer:

He implies that it is through human actions that Venice is sinking, one of the reasons being that the big cruise ships contribute to the rising water levels of the sea.

Question 9 (d)

Criteria	Marks
• Demonstrates a thorough understanding of the advice the writer gives to tourists	3
• Demonstrates a sound understanding of the advice the writer gives to tourists	2
• Provides some relevant information	1

Sample answer:

The writer thinks that tourists should be mindful of the timing of their trips to avoid unpleasant surprises. They should travel now, while amazing places still exist. They should also be respectful of the culture of the country they are visiting.

Question 9 (e)

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

C

Question 10 (a)

Criteria	Marks
• Provides a thorough description of Pavlo Fricasso's early years as a graffiti artist	3
• Provides a sound description of Pavlo Fricasso's early years as a graffiti artist	2
• Provides some relevant information	1

Sample answer:

In his second year of high school he started spraying his signature wherever he could. Even though it was illegal, he enjoyed the thrill of being chased by the police and the mystery surrounding his identity.

Question 10 (b)

Criteria	Marks
• Demonstrates a thorough understanding of why Pavlo makes the statement	3
• Demonstrates a sound understanding of why Pavlo makes the statement	2
• Provides some relevant information	1

Sample answer:

He went from a vandal to an artist with a social conscience. He matured and realised that street art could convey a social message and he felt that it was his responsibility to use his art as a powerful tool to convey the frustrations of his time.

Question 10 (c)

Criteria	Marks
• Identifies all the indicators of Pavlo's success in the text	3
• Identifies some of the indicators of Pavlo's success in the text	2
• Provides some relevant information	1

Sample answer:

His success is indicated not only through the fact that his works can be found in every corner of the world but also because he is recognised worldwide. As a successful artist he is able to donate most of his profits to humanitarian causes.

Question 10 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of what this interview reveals about Pavlo's personality	5
• Demonstrates a thorough understanding of what this interview reveals about Pavlo's personality	4
• Demonstrates a sound understanding of what this interview reveals about Pavlo's personality	3
• Demonstrates some understanding of what this interview reveals about Pavlo's personality	2
• Provides some relevant information	1

Sample answer:

He is dynamic because he's able to change and turn his creativity into something that benefits the broader community. He is adventurous/a risk-taker because as a youth he participated in illegal activities because of the thrill of it. He is unselfish and non-materialistic as he donates his profits to charities rather than creating wealth for himself. He has a strong sense of responsibility to use his art to convey strong social messages. He is patriotic as he demonstrates great pride in his country and tries to convey this pride to tourists through his initiative of graffiti tours around the city.

Section II — Reading and Responding

Part B

Question 11

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

Section III — Writing in Modern Greek

Question 12

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

Section III (continued)

Question 13

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

2019 HSC Modern Greek Continuers Mapping Grid

Oral Examination

Question	Marks	Content	
	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	H3.1
2	3	People and events — radio advertisement	H3.1
3	3	The school experience — face-to-face conversation	H3.1
4	3	Personal identity — face-to-face conversation	H3.5
5	4	World of work — news item	H3.1
6	1	People and events — interview	H3.4
7	4	Youth issues — face-to-face conversation	H3.5
8	5	The migrant experience — radio advertisement	H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	Lifestyles — letter to editor	H3.1
9 (b)	3	Lifestyles — letter to editor	H3.1
9 (c)	2	Lifestyles — letter to editor	H3.5
9 (d)	3	Lifestyles — letter to editor	H3.5
9 (e)	1	Lifestyles — letter to editor	H3.4
10 (a)	3	Youth issues — script of an interview	H3.1
10 (b)	3	Youth issues — script of an interview	H3.1
10 (c)	3	Youth issues — script of an interview	H3.4
10 (d)	5	Youth issues — script of an interview	H3.5

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Email — Personal identity — email	H1.2, H1.3, H3.1

Section III — Writing in Modern Greek

Question	Marks	Content	Syllabus outcomes
12	5	World of work — diary entry	H2.1, H2.2, H2.3
13 (a)	10	Lifestyles — letter	H2.1, H2.2, H2.3
13 (b)	10	The school experience — letter	H2.1, H2.2, H2.3