

2020 HSC Modern Greek Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Demonstrates a sound understanding of why the request is urgent	2
• Provides some relevant information	1

Sample answer:

The request is urgent because their wedding is in two weeks and the wedding dress might need alterations.

Question 2

Criteria	Marks
• Completes the form correctly	3
• Completes part of the form correctly	2
• Provides some relevant information	1

Sample answer:

Returns form
<i>Item:</i> Headphones
<i>Reasons for returning the item:</i>
• So heavy they cause headaches
• Sound is unclear/whistling sound

Question 3

Criteria	Marks
• Demonstrates a sound understanding of what the conversation reveals about Petro's personality, with reference to the text	3
• Demonstrates some understanding of what the conversation reveals about Petro's personality, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Petro is unselfish as he foregoes coming first in order to help somebody else. He has a forgiving nature as he disregards personal differences when somebody is in need. He is humble because he says anyone else would have done the same.

Question 4

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

D

Question 5

Criteria	Marks
• Demonstrates a sound understanding of the purpose of the speaker's use of the proverb	3
• Demonstrates some understanding of the purpose of the speaker's use of the proverb	2
• Provides some relevant information	1

Sample answer:

The speaker uses the proverb, you can't teach old dogs new tricks, to prove the opposite of what it states. He cites examples of how successful the younger generation has been in teaching their elders how to use technology. With this success, the older generation should now be able to learn from the young about the amazing difference recycling can make.

Question 6

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a thorough understanding of whether Christos provides a good argument for his choice of holiday, with detailed reference to the text 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of whether Christos provides a good argument for his choice of holiday, with reference to the text 	3
<ul style="list-style-type: none"> Demonstrates some understanding of whether Christos provides a good argument for his choice of holiday, with some reference to the text 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Christos presents a strong argument to go to Japan. He says that there are wonderful things to see eg ancient temples. He emphasises that the opportunity to be in Japan during this time is special because of the cherry blossoms. He turns her negative point about the cost of going to Japan during the Cherry Blossom Festival into a positive by saying that he has organised free accommodation.

Question 7

Criteria	Marks
<ul style="list-style-type: none"> Provides a summary of the main concerns raised by the speaker 	4
<ul style="list-style-type: none"> Summarises most of the main concerns raised by the speaker <p>OR</p> <ul style="list-style-type: none"> Provides the concerns raised by the speaker without summarising 	3
<ul style="list-style-type: none"> Provides a summary of some of the concerns raised by the speaker 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The speaker's main concerns are:

1. Mobile phone users are putting their safety at risk.
2. Mobile phone use can harm your health.
3. Mobile phone use leads to antisocial behaviour.

Question 8

Criteria	Marks
• Demonstrates a perceptive understanding of how Elli's recent trip has affected her, with extensive reference to the text	5
• Demonstrates a thorough understanding of how Elli's recent trip has affected her, with detailed reference to the text	4
• Demonstrates a sound understanding of how Elli's recent trip has affected her, with reference to the text	3
• Demonstrates some understanding of how Elli's recent trip has affected her, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Prior to this trip, Elli only thought of Europe in the context of awe-inspiring beauty. However, since travelling through Europe with her twin babies, she has become aware of the difficulties posed by the old cities which are inaccessible to prams and wheelchairs. The trip has also affected her priorities. Therefore, she calls on decision makers to effect change in areas such as public transport to provide equal access for all. She also appeals to the public to be more considerate of the needs of others by not parking wherever it suits them.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Demonstrates a sound understanding of how Despina’s expectations differed from her actual experiences	2
• Provides some relevant information	1

Sample answer:

Despina had reservations because of what she’d heard before arriving but was pleasantly surprised to find her whole experience so positive, especially her interactions with the host family.

Question 9 (b)

Criteria	Marks
• Provides a sound explanation of why Achilles says this	3
• Provides some explanation of why Achilles says this	2
• Provides some relevant information	1

Sample answer:

Achilles says this because his experience was very negative as he was in a village without many services and comforts, and in the host family there was no-one his age. There was no entertainment and he feels that six weeks were more than enough for him.

Question 9 (c)

Criteria	Marks
• Demonstrates a sound understanding of what Maki’s comments reveal about his attitude	3
• Demonstrates some understanding of what Maki’s comments reveal about his attitude	2
• Provides some relevant information	1

Sample answer:

Maki believes that both Despina and Achilles are lucky and he would’ve appreciated the opportunity of such an exchange. He is open to new experiences and welcomes challenges which take you out of your comfort zone, revealing his mature attitude.

Question 9 (d)

Criteria	Marks
• Provides a sound understanding of the purpose of Katie’s contribution	3
• Provides some understanding of the purpose of Katie’s contribution	2
• Provides some relevant information	1

Sample answer:

Katie’s purpose is to recognise the challenges facing exchange students. She admires them because of the qualities needed to make the program a positive experience. She also acknowledges that often the environment determines the success of the exchange and participants need to have initiative, independence and courage to overcome any difficulties.

Question 10 (a)

Criteria	Marks
• Demonstrates a sound understanding of the problem the villagers encountered	2
• Provides some relevant information	1

Sample answer:

The villagers encountered the imminent closure of the school. They would lose the last of the young families which could herald the end of their village.

Question 10 (b)

Criteria	Marks
• Demonstrates a sound understanding of why the villagers faced resistance to their proposal	2
• Provides some relevant information	1

Sample answer:

They faced resistance from the authorities who felt that it was unrealistic to provide funding for this particular case because this village was no different from all the others facing similar situations.

Question 10 (c)

Criteria	Marks
• Demonstrates a sound understanding of what the villagers did to achieve their goal	2
• Provides some relevant information	1

Sample answer:

The 60 villagers searched for financially successful ex-villagers now living abroad, who could help fund their project, so that their goal of keeping their village alive could be achieved.

Question 10 (d)

Criteria	Marks
• Provides a sound explanation of why the criteria were chosen	3
• Provides some explanation of why the criteria were chosen	2
• Provides some relevant information	1

Sample answer:

The criteria were chosen to ensure that the village attracted young families whose children would attend the school. They must be prepared to live there for 10 years, using their knowledge and skills to rebuild the village and make a permanent difference. Settling in the village within the year would ensure an immediate start of the program.

Question 10 (e)

Criteria	Marks
<ul style="list-style-type: none"> Provides a perceptive understanding of how the author engages the reader, with extensive reference to content and language 	5
<ul style="list-style-type: none"> Provides a thorough understanding of how the author engages the reader, with detailed reference to content and language 	4
<ul style="list-style-type: none"> Provides a sound understanding of how the author engages the reader, with reference to content and language 	3
<ul style="list-style-type: none"> Provides some understanding of how the author engages the reader, with some reference to content and/or language 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

The reader is engaged through: emotive language such as ‘beloved village, picturesque’ which demonstrates the love for the village, while ‘mass desertion’ and ‘in danger of disappearing from the map’ show the seriousness of the problem. The use of rhetorical questions such as ‘What planet are you on?’ create humour as well as indicating the unrealistic expectations of the villagers. Figures/statistics are used to highlight the success of the program ‘the population is increasing by 20% each year’. Also, the story starts with a sombre mood but develops to an uplifting tone as the benefits of the program are realised.

Answers could include:

The use of colloquialisms such as ‘would not give up’ shows the determination of the villagers in the pursuit of their goal.

Punctuation used with ‘the 60’ impresses on the reader the collective heroism of the villagers working together to fulfil the dream.

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

2020 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	Special traditions — telephone message	H3.1
2	3	Youth issues — face-to-face conversation	H3.1
3	3	Relationships — face-to-face conversation	H3.4
4	1	The world of work — face-to-face conversation	H3.4
5	3	Youth issues — speech	H3.3
6	4	Lifestyles — face-to-face conversation	H3.4
7	4	Personal identity — radio segment	H3.2
8	5	Lifestyles — interview	H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	The school experience — online forum	H.3.6
9 (b)	3	The school experience — online forum	H.3.4
9 (c)	3	The school experience — online forum	H.3.6
9 (d)	3	The school experience — online forum	H.3.3
10 (a)	2	The migrant experience — article	H.3.1
10 (b)	2	The migrant experience — article	H.3.1
10 (c)	2	The migrant experience — article	H.3.2
10 (d)	3	The migrant experience — article	H.3.4
10 (d)	5	The migrant experience — article	H.3.6

Section II — Reading and Responding

Part B

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

Section III — Writing in Modern Greek

Question	Marks	Content	Syllabus outcomes
12	5	Personal identity — message	H2.1, H2.2, H2.3
13 (a)	10	Relationships — diary entry	H2.1, H2.2, H2.3
13 (b)	10	The school experience — diary entry	H2.1, H2.2, H2.3