

2021 HSC Modern Greek Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

Criteria	Marks
• Demonstrates a sound understanding of whom the advertisement would appeal to	2
• Provides some relevant information	1

Sample answer:

It would appeal to dog owners who can't walk their dogs.

Question 2

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

Sample answer:

Name:	Stathis Euripides
Contact number:	3250076
Reservation details:	Triple room for two nights for the first week of August
Special requests:	1. Lift big enough to accommodate a wheelchair 2. Bathroom with bathtub

Question 3

Criteria	Marks
• Demonstrates a sound understanding of the purpose of the call	3
• Demonstrates some understanding of the purpose of the call	2
• Provides some relevant information	1

Sample answer:

Nikos's purpose is to inform his aunt that he cannot attend the wedding. He wants her to inform the couple that he won't be there and will catch up with them after their honeymoon.

Question 4

Criteria	Marks
• Identifies correct response	1

Sample answer:

C

Question 5

Criteria	Marks
• Provides a summary of the reasons why people should buy products from this company according to the advertisement	3
• Summarises one reason why people should buy products from this company according to the advertisement OR • Provides the reasons, without summarising, why people should buy products from this company according to the advertisement	2
• Provides some relevant information	1

Sample answer:

- Company uses natural ingredients in its products
- Company does not test its products on animals.

Question 6

Criteria	Marks
• Demonstrates a thorough understanding of what the conversation reveals about Michael's personality, with detailed reference to the text	4
• Demonstrates a sound understanding of what the conversation reveals about Michael's personality, with some reference to the text	3
• Demonstrates some understanding of what the conversation reveals about Michael's personality	2
• Provides some relevant information	1

Sample answer:

Michael is considerate because he helped his mother with the move. He is responsible because he has a part-time job to fund his expenses. He is also sensitive because he doesn't want to put a strain on his mother's financial situation, and he is family-oriented, as he believes that family should stick together and help each other out.

Question 7

Criteria	Marks
• Demonstrates a thorough understanding of the importance of the initiative	4
• Demonstrates a sound understanding of the importance of the initiative	3
• Demonstrates some understanding of the initiative	2
• Provides some relevant information	1

Sample answer:

The importance of this initiative is that the planting of (eucalyptus) trees provided shelter to animals that had lost their habitat. It also inspired hundreds of other schools to follow with similar initiatives, which contributed to a cleaner, greener environment.

Question 8

Criteria	Marks
<ul style="list-style-type: none"> • Demonstrates a perceptive understanding of how likely it is that the interviewer will change his point of view, with extensive reference to the text 	5
<ul style="list-style-type: none"> • Demonstrates a thorough understanding of how likely it is that the interviewer will change his point of view, with detailed reference to the text 	4
<ul style="list-style-type: none"> • Demonstrates a sound understanding of how likely it is that the interviewer will change his point of view, with reference to the text 	3
<ul style="list-style-type: none"> • Demonstrates some understanding of how likely it is that the interviewer will change his point of view, with some reference to the text 	2
<ul style="list-style-type: none"> • Provides some relevant information 	1

Sample answer:

The interviewer is likely to change his view because Amalia presents a strong argument for cooking as a way of bringing people together, creating delicious food and fighting loneliness. She uses examples of positive memories centred on food, the joyful times spent with friends and family around a kitchen table. She inspires him to forget his unpleasant childhood memories around food by creating his own positive experiences. She also emphasises the financial benefits of eating a home-cooked meal.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Demonstrates a sound understanding of how Sani's first encounter with Greek people affected him	2
• Provides some relevant information	1

Sample answer:

Sani was impressed with the Greek people and the way they presented themselves and their country. This encounter made Sani believe that there was hope for a better life and future there.

Question 9 (b)

Criteria	Marks
• Provides a sound explanation of why this comment was made	3
• Provides some explanation of why this comment was made	2
• Provides some relevant information	1

Sample answer:

This comment is made in reference to the fact that the family discovered that life in Greece was not as rosy as they had originally imagined. The parents could not find employment and the girls looked so different they couldn't make friends easily.

Question 9 (c)

Criteria	Marks
• Provides a sound explanation of the change in the girls' situation	3
• Provides some explanation of the change in the girls' situation	2
• Provides some relevant information	1

Sample answer:

At first the girls started playing basketball on their own. As others were drawn to their game, a team was formed and the girls became accepted and appreciated as champion basketball players. Eventually they were admired as role models for youths who faced difficulties following their dreams.

Question 9 (d)

Criteria	Marks
• Demonstrates a thorough understanding of the extent to which the quotes are relevant to the last paragraph, with detailed reference to the text	4
• Demonstrates a sound understanding of the extent to which the quotes are relevant to the last paragraph, with detailed reference to the text	3
• Demonstrates some understanding of the extent to which the quotes are relevant to the last paragraph, with detailed reference to the text	2
• Provides some relevant information	1

Sample answer:

The two quotes are very relevant to the last paragraph. The first quote refers to what Greeks originally believed constituted being Greek ie that Greekness was directly related to one's heritage. However, after the girls demonstrated their love and loyalty to Greece, by choosing to represent it in the Olympics rather than Nigeria, the Greeks are now likely to believe that one's identity relates more to one's beliefs, attitudes and loyalties and less to one's country of birth as reflected in the second quote.

Question 10 (a)

Criteria	Marks
• Demonstrates a sound understanding of the purpose of Erasmia's email	2
• Provides some relevant information	1

Sample answer:

To express her joy at going to Thessaloniki to study and to praise the merits of the city and its inhabitants.

Question 10 (b)

Criteria	Marks
• Demonstrates a sound understanding of what is revealed about Erasmia's personal qualities in the first paragraph	3
• Demonstrates some understanding of what is revealed about Erasmia's personal qualities in the first paragraph	2
• Provides some relevant information	1

Sample answer:

In the first paragraph, Erasmia is presented as appreciative as she acknowledges how lucky she is to be given such an opportunity. She is also presented as intelligent as she received a university scholarship. Besides, she is presented as environmentally aware as she has chosen to ride a bike so as not to contribute to pollution.

Question 10 (c)

Criteria	Marks
<ul style="list-style-type: none"> Provides a sound explanation of Erasmia’s feelings about Athens with reference to the text 	3
<ul style="list-style-type: none"> Provides some explanation of Erasmia’s feelings about Athens with some reference to the text 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Erasmia has mixed feelings about Athens. On the one hand she appreciates Athens’ history, culture and civilisation and has fond memories of her time there. On the other hand, she can’t cope with its pollution, concrete jungle and traffic chaos. She feels that Athens’ fast pace makes the Athenians less friendly.

Question 10 (d)

Criteria	Marks
<ul style="list-style-type: none"> Demonstrates a perceptive understanding of how Erasmia conveys her feelings about Thessaloniki to Elisabeth, with extensive reference to content and language 	5
<ul style="list-style-type: none"> Demonstrates a thorough understanding of how Erasmia conveys her feelings about Thessaloniki to Elisabeth, with detailed reference to content and language 	4
<ul style="list-style-type: none"> Demonstrates a sound understanding of how Erasmia conveys her feelings about Thessaloniki to Elisabeth, with reference to content and language 	3
<ul style="list-style-type: none"> Demonstrates some understanding of how Erasmia conveys her feelings about Thessaloniki to Elisabeth, with some reference to content and/or language 	2
<ul style="list-style-type: none"> Provides some relevant information 	1

Sample answer:

Erasmia is enthusiastic about Thessaloniki. These feelings are conveyed through exclamatory language, eg ‘how lucky am I’, which expresses her enthusiasm at the prospect of living in Thessaloniki. She uses superlatives to describe the city, eg oldest, best; and adjectives, eg fantastic and excellent when talking about its architecture and its culture.

Even the negatives (bad weather) are presented in a positive way by pointing out that it is an opportunity to gather in the cosy taverns and live your dream life! The use of the song extract encapsulates the love she has for Thessaloniki. Although Athens is a temptress, it is Thessaloniki that she yearns for.

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

2021 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	Personal identity — radio advertisement	H3.4
2	3	Lifestyles — telephone conversation	H3.1
3	3	Special traditions — telephone message	H3.3
4	1	Personal identity — face-to-face conversation	H3.4
5	3	Youth issues — radio advertisement	H3.2
6	4	Relationships — face-to-face conversation	H3.4
7	4	Youth issues — announcement	H3.5
8	5	The world of work — interview	H3.5

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	The migrant experience — article	H3.1
9 (b)	3	The migrant experience — article	H3.4
9 (c)	3	The migrant experience — article	H3.1
9 (d)	4	The migrant experience — article	H3.5
10 (a)	2	People and events — email	H3.3
10 (b)	3	People and events — email	H3.5
10 (c)	3	People and events — email	H3.4
10 (d)	5	People and events — email	H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Special traditions — email	H1.2, H1.3, H1.4, H2.1, H2.2, H2.3

Section III — Writing in Modern Greek

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