

2023 HSC Modern Greek Continuers Marking Guidelines

Section I — Listening and Responding

Question 1

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

Sample answer:

The purpose of this announcement is to inform students that the library will be closed today. Books may be returned to the office.

Question 2

Criteria	Marks
• Demonstrates a sound understanding of Christos's change of mind regarding Fotini's suggestion	3
• Demonstrates some understanding of Christos's change of mind regarding Fotini's suggestion	2
• Provides some relevant information	1

Sample answer:

He changes his mind as Fotini reminisces about their childhood when they went on family picnics. She reminds him of the fun they used to have and he slowly changes his mind from having a yeeros and a swim to telling her to invite their friends on a picnic.

Question 3

Criteria	Marks
• Demonstrates a sound understanding of how Kosta feels about his new neighbour	3
• Demonstrates some understanding of how Kosta feels about his new neighbour	2
• Provides some relevant information	1

Sample answer:

Kosta feels that he will benefit from having Stavros as a neighbour because he offered to get him a job at the pool. As Stavros is also a classmate and an excellent student, Kosta feels glad that he can receive help from Stavros with his schoolwork and also get a lift to school with him.

Question 4

Criteria	Marks
• Identifies the correct answer	1

Sample answer:

B

Question 5

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

Sample answer:

Dimitra is demanding because she expects Yianni to drive her around. She is extroverted/outgoing because of her many interests and friends. However, she also has a considerate side as she has been helpful to her neighbour.

Question 6

Criteria	Marks
• Demonstrates a thorough understanding of the likelihood that Margarita will follow Spiro's advice, with detailed reference to the text	4
• Demonstrates a sound understanding of the likelihood that Margarita will follow Spiro's advice, with reference to the text	3
• Demonstrates some understanding of the likelihood that Margarita will follow Spiro's advice, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Margarita is likely to follow Spiro's advice as she can see the positive effect that being in a choir has had on him. Unlike Margarita, who is isolated from her friends, feels exhausted and can't concentrate on her studies, Spiro, since he joined the choir, thinks positively, is more focused on his studies and is full of life. He says that the choir provides therapy, relaxation and entertainment as well as an opportunity to make more friends.

Question 7

Criteria	Marks
• Demonstrates a thorough understanding of how the speaker turned a negative experience into a positive outcome	4
• Demonstrates a sound understanding of how the speaker turned a negative experience into a positive outcome	3
• Demonstrates some understanding of how the speaker turned a negative experience into a positive outcome	2
• Provides some relevant information	1

Sample answer:

When the financial crisis hit Greece, the speaker's family moved to Melbourne where his poor English prevented him from joining in at karaoke bars. Using this negative experience and his family's background of owning a taverna with a small band in Greece, he established Melbourne's first Greek karaoke bar. This became a positive outcome, as the bar was successful and rewarding.

Question 8

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding of how Erasmia uses language to convey her feelings about her decision, with extensive reference to the text	5
<ul style="list-style-type: none">• Demonstrates a thorough understanding of how Erasmia uses language to convey her feelings about her decision, with detailed reference to the text	4
<ul style="list-style-type: none">• Demonstrates a sound understanding of how Erasmia uses language to convey her feelings about her decision, with reference to the text	3
<ul style="list-style-type: none">• Demonstrates some understanding of how Erasmia uses language to convey her feelings about her decision, with some reference to the text	2
<ul style="list-style-type: none">• Provides some relevant information	1

Sample answer:

Erasmia's decision is to leave the neighbourhood. Erasmia uses strong expressions to describe her neighbourhood negatively, such as 'unbearable', 'relentless noise' and 'excessive traffic'. She uses emotive language like 'panic-stricken', 'I can't take it anymore' and 'it's enough to bring you to tears' to express her frustration at the situation. She expresses the impossibility of finding parking by comparing it to winning the lottery. She uses exaggerated language/hyperbole when describing how the house shook to emphasise the impact of the loud music. She uses a sarcastic tone when she likens the streets to a grand prix track to highlight the disturbances caused.

Section II — Reading and Responding

Part A

Question 9 (a)

Criteria	Marks
• Demonstrates a sound understanding of Makis’s feelings about leaving school	2
• Provides some relevant information	1

Sample answer:

Makis feels that he is not ready for life after school. Although school has set him up for academic success, it hasn’t given him the practical skills needed.

Question 9 (b)

Criteria	Marks
• Demonstrates a sound understanding of why Despina agrees with Makis	3
• Demonstrates some understanding of why Despina agrees with Makis	2
• Provides some relevant information	1

Sample answer:

Despina agrees with Makis because she struggled to fill in parts of a job application form and was forced to ask her father for help. She was humiliated by her father’s reaction of bewilderment at the fact that she had not been taught something so simple at school.

Question 9 (c)

Criteria	Marks
• Demonstrates a sound understanding of Pavlos’s statement «Πιστεύω ότι το σχολείο, μου έχει αφήσει πολλά κενά. . . »	3
• Demonstrates some understanding of Pavlos’s statement «Πιστεύω ότι το σχολείο, μου έχει αφήσει πολλά κενά. . . »	2
• Provides some relevant information	1

Sample answer:

Pavlos says that ‘school has left me with a lot of gaps’, not from the academic perspective but from the practical one. He is apprehensive about the prospect of moving away from home to study as he has no independent living skills – he can’t cook, doesn’t know how to pay bills or organise rent. He realises that not everything can be learnt from books.

Question 9 (d)

Criteria	Marks
• Demonstrates a thorough understanding of the significance of Anna's contribution to the blog	4
• Demonstrates a sound understanding of the significance of Anna's contribution to the blog	3
• Demonstrates some understanding of the significance of Anna's contribution to the blog	2
• Provides some relevant information	1

Sample answer:

Anna's contribution to the blog is very significant as it is the only one that provides a different perspective to reflect on. She shifts the blame from schools for not equipping students with post-school preparedness for life, to the parents. She is of the opinion that parents need to give their children gradual responsibilities from a young age instead of treating them like little kids. This would teach them to become more financially and socially responsible adults.

Question 10 (a)

Criteria	Marks
• Demonstrates a sound understanding of what surprised the writer while walking through a Japanese village	2
• Provides some relevant information	1

Sample answer:

While walking through a remote Japanese village, he was surprised to hear Greek music coming from a small taverna flying the Greek flag.

Question 10 (b)

Criteria	Marks
• Demonstrates a sound understanding of how Andreas is a reflection of the statement «οι Έλληνες αφήνουν τη σφραγίδα τους όπου κι αν βρίσκονται»	3
• Demonstrates some understanding of how Andreas is a reflection of the statement «οι Έλληνες αφήνουν τη σφραγίδα τους όπου κι αν βρίσκονται»	2
• Provides some relevant information	1

Sample answer:

Andreas is a reflection of the statement that 'Greeks leave their mark wherever they go' as he is a Greek man who has studied in Japan, married a Japanese woman, taught her Greek and opened up, in a remote Japanese village, a Greek taverna which specialises in rebetika music.

Question 10 (c)

Criteria	Marks
• Demonstrates a thorough understanding of the type of person Tomoko is, with reference to the text	3
• Demonstrates a sound understanding of the type of person Tomoko is, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

Tomoko is open-minded because she embraced a totally different culture. She shows determination as she perseveres with learning the Greek language despite the challenges. She is passionate as reflected in her resolve to learn to play the bouzouki and introduce others to its magic.

Question 10 (d)

Criteria	Marks
• Demonstrates a perceptive understanding of how the writer uses language techniques to make the text effective, with extensive reference to the text	5
• Demonstrates a thorough understanding of how the writer uses language techniques to make the text effective, with detailed reference to the text	4
• Demonstrates a sound understanding of how the writer uses language techniques to make the text effective, with reference to the text	3
• Demonstrates some understanding of how the writer uses language techniques to make the text effective, with some reference to the text	2
• Provides some relevant information	1

Sample answer:

The writer uses the imagery of a remote, small village and presence of the Greek flag to impress the reader with the extensive reach of Greekness. The use of idiomatic expressions such as 'Greeks leave their mark wherever they go' reinforce the idea that Greeks are everywhere. Expressions such as 'imagine my surprise' are used to build up suspense and anticipation, while the repetition of the word 'rare' highlights the uniqueness of a Japanese woman playing the bouzouki.

The use of emotive language such as 'love', 'passion', 'magic', 'worshippers' and 'our great blues musician' also reveals the love and admiration felt towards Greek music and culture.

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

2023 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	H3.3
2	3	Special traditions — conversation	H3.1
3	3	The school experience — conversation	H3.4
4	1	Lifestyles — conversation	H3.1
5	3	Personal identity — conversation	H3.4
6	4	Lifestyles — conversation	H3.4
7	4	The migrant experience — speech	H3.5
8	5	Personal identity — conversation	H3.6

Section II — Reading and Responding

Part A

Question	Marks	Content	Syllabus outcomes
9 (a)	2	The world of work — blog	H3.1
9 (b)	3	The world of work — blog	H3.1
9 (c)	3	The world of work — blog	H3.5
9 (d)	4	The world of work — blog	H3.3
10 (a)	2	The migrant experience — biography	H3.1
10 (b)	3	The migrant experience — biography	H3.5
10 (c)	3	The migrant experience — biography	H3.4
10 (d)	5	The migrant experience — biography	H3.6

Section II — Reading and Responding

Part B

Question	Marks	Content	Syllabus outcomes
11	15	Email — lifestyles — article	H1.2, H1.3, H3.1

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 — script of a talk	H2.1, H2.2, H2.3
13 (b)	10	Youth issues — script of a talk	H2.1, H2.2, H2.3