

2000 HSC Notes from the Examination Centre Modern Greek

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Modern Greek

2 Unit Z

Speaking Skills

The Reading Aloud section posed problems for some candidates who seemed to labour through it without such attention to punctuation, accentuation or expressiveness. These candidates did not demonstrate an understanding of what the passage was about.

Candidates performed reasonably well in the Situational Dialogue section and were able to respond appropriately to all cues. Some candidates did not read all the directions properly and so were not as well prepared for the last two items as they were for the first four.

Listening Skills

The variety of questions appealed to the candidature that coped well with the level of difficulty and the vocabulary. Item 9 proved quite challenging and only the better responses had marked both the kiosk and the museum appropriately.

Reading Skills

In general, candidates handled the reading passages well. Question 3 proved to be the most challenging.

Writing Skills

Questions 4, 5 and 6

The majority of candidates handled this section of the examination well and fulfilled the requirements of the question. Most candidates attempted question 5 – the letter. Better responses demonstrated a good command of language skills and a variety of vocabulary. The responses were coherent and quite original. However, some candidates did not use the correct letter-writing format. Most candidates demonstrated a reasonable level of literacy and although their language was not very sophisticated they demonstrated a good command of register, with minor errors in spelling and syntax.

2/3 Unit (Common)

Speaking Skills

Section 1: Response To Stimulus Material

The topic of Travel Enriching Our Lives offered plenty of scope for expansion by the better candidates. However, many candidates did not appear to have used their preparation time wisely, in some cases completely disregarding the quote beneath the illustration. Consequently, such responses were purely descriptive and short. Better responses not only discussed the images but were also able to engage in the philosophical issues raised by the stimulus.

Section 2: Conversation

Most candidates responded well to the first topic, School Life. The second topic, Dreams and the Imagination, was the discriminator as better candidates were able to discuss this topic with greater depth and vision.

In general, candidates performed better with the second type of speaking skills format, ie Conversation rather than the Stimulus.

Listening Skills

Most items were handled well. Items 9 and 12 proved to be the most challenging. Generally, candidates answered well and were able to demonstrate global understanding and identify relevant information rather than translate what they had heard word for word.

Written Paper

SECTION A: Language

Question 1: Reading Skills

The Reading skills section was satisfactorily completed by most of the candidature. In question a) most candidates answered the first part correctly but some confusion arose regarding Thessalia, Skopelos and Alonissos in the second part of the question. Responses to b) showed a general understanding that this was the first marine park in Greece but a number of candidates did not recognise the Greek word for the Mediterranean *Mesogio*. Responses to c) were generally good with many examples given. In d) the comparison between the two parks was well identified but few candidates stressed the role of the marine park in protecting animals. In e) the word for vessels *aggia* proved challenging for many candidates, but most understood the reference to Homer and Aristotle. Most candidates answered f) well, giving full answers.

Question 2: Writing Skills

The best responses demonstrated a good use of vocabulary, structure of ideas, expression and good spelling. The majority of responses presented a coherent piece of writing. However, awkwardness in expression and errors in spelling and syntax

were frequent. Poor responses demonstrated a clear lack of literacy, which hindered overall communication. In these instances, agreement, grammar, syntax and spelling were poor.

SECTION B: Literature

Question 3: Prose: Ioannou – I Moni Klironomia

Overall, candidates had some difficulty with the concepts dealt with in this short story. Some did not have adequate knowledge of the story to answer in-depth. Better responses were able to discuss “social climate of the time”, “significance of the title”, “character of the narrator” etc. These candidates also showed an understanding of the themes and background of the text through very perceptive analyses. Some candidates displayed careless expression, ie Poor syntax and sentence structure, which impeded their ability to convey the meaning accurately.

Question 4(a): Ritsos – Epitaphios

Question i) was quite straightforward and most candidates were able to achieve some portion of the marks allocated. Better responses involved a detailed discussion of the text and the mother’s desire for her son to come back to life and see his dreams fulfilled. Question ii) was quite straightforward and well answered by the majority of candidates who were able to deal with the historical aspect of the poem by displaying their knowledge of the history of the event.

In question iii) most candidates were able to identify two references to solidarity with the better responses demonstrating a deeper understanding of the poem by providing greater detail in their responses. Question iv) enabled candidates to demonstrate their knowledge of the text by discussing the change in mood of the poem. Most candidates chose a poem and discussed it well referring to the mood as well as providing other details. Even the weaker responses demonstrated a reasonable understanding of poem 8, including its revolutionary mood. Better responses compared the two poems by providing a detailed discussion, which included examples and quotes from the text. Question v) was a challenging one although most candidates achieved some marks as they were familiar with Ritsos’ technique of using imagery from the Greek landscape and nature thus enabling the Greek people to relate to his poetry. Most candidates provided more than the two examples of imagery required, with the better candidates including a sophisticated analysis of each one.

Question 4(b): Song: Es Gin Enalian Kypron

In general, the responses, to question i) were adequate, most candidates being able to identify that the poet was waiting to write poetry that was meaningful and inspiring. Better responses dealt in greater the poet’s desired effect. Question ii) was well answered, the majority of candidates being able to explain the word “*angousa*” and to relate it to the theme of the song.

In question iii) most candidates were able to identify the imagery presented in stanzas 3 & 4, with better responses citing examples related to nature and the close link between the land and the Cypriot people, the personification of Cyprus as the Motherland, and the irony of the British role in Cyprus. Question iv) required more than a description of the music and singing. Better responses displayed analytical skills relating to the enhancement of the song e.g. the choir representing the voice of the people uniting in their struggles etc. Weaker responses restricted themselves to a description of musical instruments and the singer’s voice. In question v) candidates who excelled were those who not only answered the first part of the question but who also addressed the second part by providing an explanation to develop their response. Question vi) proved quite challenging for many candidates. Many candidates

provided a translation of the song rather than commenting on the significance of it being placed first in the collection. The better responses discussed this song setting the mood for the rest of the collection and that it gave inspiration to the people. Further, they referred to other songs in the collection to highlight the progression from the first song to the last song (one of resistance) where the poet has achieved his goal.

Question 5: Drama: Kambanelli-I Avli ton Thavmaton

Overall candidates performed quite well in this option, demonstrating a good understanding of the plot and characters, stage directions and the historical perspective of the play. Candidates were able to identify the extracts quoted and locate them within the context of the play. Question e) posed some problems for the weaker candidates who were not able to develop a deep enough character analysis of Anneto's character.

3 Unit (Additional)

Speaking Skills

Overall, the candidates were able to answer all questions with a varied degree of sophistication. The actual length of each question was a contributing factor to the question having to be repeated or paraphrased. Most candidates were able to respond quite fluently, accurately and logically. The most impressive responses were those that discussed the issues at more than just a superficial level e.g. for question 5, the best responses were those that dealt with both parts of the question, giving a balanced view of what life would hold for them and the world in general in 10 years time.

Candidates should be aware of the time allowed for all sections of the Speaking Skills Examinations and try to adhere to the times indicated.

Written Paper

Question 1: Literary Extract: Kolovos – Thimase Patera;

Overall, candidates demonstrated a reasonable understanding of the prescribed novel. Responses tended to be more descriptive rather than analytical. In question a) candidates were able to answer this question thoroughly, giving an accurate portrayal of character. The majority of candidates in question b) were able to discuss the influence of Samara, however they were unable to relate relevant historical information to address the first part of the question. In question c) the majority of candidates demonstrated a thorough understanding of the quote and were able to use relevant examples from the prescribed text to support their responses. Most candidates answered question d) successfully, providing an adequate explanation of the word '*machi*' and how it related to the text at large. The better responses included relevant examples from the prescribed text of the struggle of the individual. In question e) many candidates tended to be descriptive in their answers, retelling events rather than focusing on the significance of Ziaga's words. In question f) candidates were able to adequately identify examples of literary devices used by the author, although only a few could discuss the way in which these devices were utilized.

Question 2: Writing Skills

Overall, candidates understood the demands of the question, demonstrating a good level of fluency and sophisticated expression in the development of their discussion. However some candidates had difficulty producing compound sentences and structures, while others displayed weaknesses in the usage of correct case, spelling, verb and noun endings, number. The adjective *poli* and articles continue to pose problems.

Question 3: Translation

This question was generally well answered by most of the candidates. Difficulties were encountered when translating: **as the holidays approach, the dangers associated with, careless, we were forced, it is extremely important, increase, dangerous, bathers, enjoy yourself**. They proved to be good discriminators with the better candidates translating them successfully. In the area of grammar and syntax the use of the genitive presented difficulties for many. Spelling was poor especially verb endings, noun endings and articles.