2024 Modern Greek (continuers) Subject Assessment Advice

Overview

This subject assessment advice, based on the 2024 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. It provides information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Across the assessment types for this subject, students can present their responses in oral or multimodal form. Students should not speed up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

If a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcript and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit.

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

The Subject Renewal program has introduced changes for many subjects in 2025; these changes are detailed in the change log at the front of each subject outline. When reviewing the 2024 subject assessment advice, it is important to consider any updates to this subject to ensure the feedback in this document remains accurate.

School Assessment

Teachers can improve the moderation process and the online process by:

thoroughly checking that all assessment tasks have been labelled correctly

thoroughly checking all files have been uploaded correctly

checking all grades have been correctly entered in Schools Online

ensuring the uploaded tasks are legible, face up the same way, and do not contain blank pages and student notes

ensuring the uploaded responses have pages the same size and colour, so that any teacher markings and comments are clear.

Assessment Type 1: Folio

The folio must contain 3–5 tasks and must include one of each of the following:

Interaction

Text Analysis

Text Production.

Text Production

The text production is a written text in Modern Greek. The text type, topic, and length of the text production are chosen by the teacher in negotiation with students. The text can be handwritten or typed.

Teachers can elicit more successful responses by:

allowing students to be creative within the text production topic.

The more successful responses commonly:

used an extensive range of linguistic structures and features with appropriate detail to express their ideas

presented information in a logical and coherent manner

exhibited variety in the ideas they presented

were able to express their ideas and opinions using mostly correct grammar conventions with a good range of sophisticated cohesive devices to connect ideas

used intonation (stress mark) mostly correctly.

The less successful responses commonly:

used some variety in vocabulary with simple sentences

presented with a variety of grammatical and syntactical errors that impeded meaning at times

used basic cohesive devices and simple sentences, often expressing a single idea and/or opinion

avoided using the stress mark in their writing or used it incorrectly.

Text Analysis

Students analyse text(s) in Modern Greek. This could be a written and/or spoken text. Questions relating to interpretation as well as language analysis must be included.

Teachers can elicit more successful responses by:

ensuring that questions about the text include questions about the language used, the text type, and the purpose of the text

ensuring questions are carefully worded to elicit critical reflection from students and provide opportunities for successful responses regarding how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.

The more successful responses commonly:

were able to identify several ideas in the text and successfully draw conclusions about the purpose, audience

supported their answers with appropriate evidence from the text

were able to clearly explain the function of particular linguistic and cultural features in the text

were able to provide critical reflection on how cultures, values, and beliefs are represented in texts when the questions supported such a response.

The less successful responses commonly:

were able to identify one or two key ideas in the text and were not always able to draw conclusions about the purpose, audience, and messages of the texts

had difficulty justifying their ideas with evidence from the text

were able to identify one or two linguistic features and/or stylistic features of the texts but did not always explain these clearly with supporting evidence from the text

had difficulty reflecting on how cultures, values, beliefs, practices, and ideas were represented or expressed in texts.

Interaction

The interaction is to be 5–7 minutes in length. The choice of topics is determined by the teacher.

Teachers can elicit more successful responses by:

individualising questions for each student rather than having a predetermined set of questions for all students

provide students with a range of open as well as closed questions

ensuring the design of interaction tasks provide students with the opportunity to demonstrate their capability to interact in Modern Greek. A presentation with one or two questions does not provide this opportunity

ensuring that topics for the interaction differ from the oral examination sample questions on the SACE website.

The more successful responses commonly:

were able to sustain a conversation on a range of topics

showed interest and enthusiasm for the topic discussed

used mostly correct pronunciation and effective intonation

were able to use new vocabulary encountered to respond appropriately to the questions posed

confidently asked for clarification or repetition and were able to self-correct

demonstrated fluency with minimal hesitation.

The less successful responses commonly:

relied on well-rehearsed language and simple sentences to sustain the conversation

presented with a variety of pronunciation and intonation errors that may have impeded meaning at times

were not confidently able to sustain a conversation without assistance and/or used cue cards

repeatedly asked for clarification or repetition and were unable to self-correct.

Assessment Type 2: In-depth Study

The in-depth study must include:

Oral presentation in Modern Greek

Written response in Modern Greek

English reflection.

Students choose a topic of interest to base their in-depth study (IDS) on.

This consists of a ‘written text production’ and an ‘oral presentation’ which are different in context and purpose, and a ‘reflection in English’ where students reflect on their learning journey throughout the in-depth study.

Teachers can elicit more successful responses by:

guiding students to choose an appropriate topic which allows them to demonstrate their capabilities in this assessment

ensuring that, while it is appropriate for teachers to advise on suitable issues, the IDS is a product of independent study rather than a response to a topic taught to the whole class

helping students to develop research skills, so that they know how to conduct research, how to select relevant information, how to analyse the information, and how to draw a conclusion

ensuring that the three assessments differ in context, audience, and purpose

encouraging students to support all tasks with evidence of research, text analysis and evaluation, and planning and preparation.

The more successful responses commonly:

chose interesting topics to research that demonstrated their ideas well, and expressed their ideas, information, and opinions with a good level of detail

used a wide variety of resources and documented these well

spoke fluently and with little hesitation when presenting their in-depth oral task

had clear pronunciation and used intonation well to enhance their presentation

displayed enthusiasm for the topic of their discussion and engaged the audience

displayed both breadth and depth of treatment of their topic in their text production and articulated their ideas well, using an extensive range of complex linguistic structures and features

displayed critical reflection on their learning journey, articulated how their research impacted them personally, and drew connections between their own values and those explored in texts when reflecting on their learning in English.

The less successful responses commonly:

chose topics which limited their research scope

displayed limited resources

drew conclusions without justifying these with evidence from their research

lacked depth in the presentation of their ideas in both the written and the oral tasks

relied heavily on cue cards for their oral presentation

presented their information using simple sentences with only one or two ideas

displayed some reflection on their learning, but mostly recounted their research journey rather than drawing conclusions.

External Assessment

Assessment Type 3: Examination

Oral Examination

The oral examination of approximately 15 minutes comprises a general conversation and a discussion of the student’s in-depth study. In the conversation, students converse with the examiners about their personal world.

Teachers can elicit more successful responses by:

providing opportunities for students to develop strong language skills, such as using communication strategies, using sophisticated linguistic structures, and using cohesive devices

encouraging students to use the IDS summary sheet well. They should include short dot points of the main topics which they are confident to discuss. These points help the examiners to get the best out of students

providing opportunities for students to develop the confidence to engage in conversation beyond the SACE sample questions.

Section 2: Conversation

The more successful responses commonly:

did not reply with memorised answers or monologues but were able to elaborate and provide depth to the topic they were discussing by giving examples and more information when asked follow-up questions

were able to confidently engage in conversation beyond the SACE sample questions

were well prepared for their conversation and able to express themselves accurately with a high degree of fluency

had high-level language skills, were able to sustain conversation, and elaborated accurately and clearly with details and personal opinions

used a wide range of vocabulary, cohesive devices, and complex linguistic features to connect ideas; any errors made did not impede meaning

were coherent and the conversation was spontaneous and followed a logical sequence

used accurate pronunciation and intonation.

The less successful responses commonly:

used very simplistic rehearsed language

generally had brief responses and were unable to elaborate further or support their ideas and opinions

displayed weaknesses in grammar, including plurals, articles, nouns, and adjective disagreements, and used incorrect tenses and conjugations; errors made at times impeded meaning

had difficulty conveying information due to limited language skills

required repeated clarification of the question

used a limited range of basic connective devices.

Section 2: Discussion

A wide range of topics were chosen by students, including:

Greek Easter

Mediterranean diet

The Ancient World – philosophers, mythology, theatre, architecture

The Evzones

Olympic Games.

The more successful responses commonly:

demonstrated research that was thorough and gave information which was relevant and detailed

were well prepared and had well-chosen topics

showed a genuine interest in and a thorough analysis of their topic

were able to give a one-minute introduction of the topics studied, thus giving the examiners information to stimulate the discussion

demonstrated depth of knowledge of their topic

were able to address the key points on their outline sheet with clarity and in depth

provided responses which were spontaneous, relevant, and appropriate

provided solid evidence of research (e.g. clear interpretation of sources used, not just the title of them)

were able to give a detailed reflection on their own learning, values, and beliefs.

The less successful responses commonly:

had difficulty conveying information accurately

struggled to relay information coherently due to poor language skills

made many syntactical and grammatical errors

struggled to communicate key ideas

used well-rehearsed language and could not respond to follow-up questions

sometimes misunderstood the questions and gave inappropriate responses

had difficulty elaborating on their ideas due to a lack of depth in the study and research of their topic

lacked confidence using the specialised terminology relevant to their study

had difficulty reflecting on their own learning

had difficulty in presenting information sequentially

often repeated information, opinions, and ideas.

Written Examination

Students take a 130-minute written examination on the prescribed themes which are stated in the subject outline. This part of the examination contains three sections: Listening and Responding, Reading and Responding, and Writing in Modern Greek.

Listening and Responding

This year there were two texts, one of short length and the other being a longer text. They were different text types, and all answers were to be in English. Students are assessed on their ability to analyse and interpret texts in spoken Modern Greek.

Text 1

1(a)

The more successful responses commonly:

were able to fully identify the purpose of the announcement – driving in poor weather conditions.

The less successful responses commonly:

were unable to identify that the text was about safety measures while driving in in bad weather

displayed partial understanding or only provided some relevant information.

1(b)

The more successful responses commonly:

were able to fully identify the safety measures outlined in the announcement, e.g.:

* + using snow chains
	+ driving with lights on
	+ keeping a safe distance between cars.

The less successful responses commonly:

displayed partial understanding of the safety measures outlined in the text

were able to provide some relevant information.

Text 2

2(a)

The more successful responses commonly:

displayed a comprehensive understanding of how Panos persuades Yianna to join him on the trip to the Paris Olympics

clearly expressed the benefits of the trip that Panos would like to take together and provided details, e.g.:

* + trip of a lifetime
	+ experiencing French culture, cuisines, and visiting landmarks in Paris
	+ helping others/volunteering
	+ involvement in the opening and closing ceremonies.

The less successful responses commonly:

displayed partial understanding of the benefits for Yianna in joining Panos on the trip

were able to provide some relevant information.

2(b)

The more successful responses commonly:

were able to fully identify Panos’ personality and provided relevant evidence from the text, e.g.:

* adventurous – loves to travel, loves having experiences
* persuasive – gives Yianna many reasons why they should attend, e.g. they have the minimum requirements to apply, they will enjoy the Olympic games experience, they will assist people as volunteers, they will travel, he has accounted for their finances, and he has a solution for their accommodation.

The less successful responses commonly:

displayed partial understanding about Panos’ personality

were able to provide some relevant evidence from the text to support their answer

identified some relevant information from the text.

Reading and Responding, Part A

Text 3

3(a)

The more successful responses commonly:

were able to identify the two reasons the island became famous:

* filming of the movie Boy on a Dolphin
* the island attracted many famous artists.

The less successful responses commonly:

partially identified what contributed to the island becoming famous.

3(b)

The more successful responses commonly:

fully identified the impact of the islands ‘special policy’ on tourists

provided relevant evidence from the text to explain the impact, e.g.:

* they cannot use vehicles on the island
* they travel by donkey or on foot
* their luggage is transported by hand cart
* they have a more peaceful tourist experience compared to other islands.

The less successful responses commonly:

partially explained the impact of the policy on tourists

identified some relevant information from the text.

3(c)

The more successful responses commonly:

clearly explained the use of the phrase within the context of the text, e.g.:

* it is a destination which protects and respects historical character and architecture
* contributes to the protection of the environment as well as mankind by decreasing air pollution
* maintains the beauty of the island for both mankind and the environment
* provides visitors to the island with a peaceful, clean place for relaxation.

The less successful responses commonly:

partially explained use of the phrase in the context of the text

Identified some relevant information from the text to support the use of the phrase in the context of the text.

Reading and Responding, Part B

Text 4

Write a suitable email in reply that addresses the questions raised by Antonis.

The more successful responses commonly:

adhered to the text type convention of an online chat forum, inclusive of appropriate language

responses were relevant to context, purpose, and topic

conveyed appropriate detail, ideas, information, and opinion

created the desired impact and interest

communicated ideas effectively with originality and creativity

used a wide range of vocabulary, clear and accurate sentence structure, and accurate use of grammar

used appropriate connectives, syntax, and expression

The less successful responses commonly:

did not adhere to the appropriate text type

did not fully understand the purpose of the task

conveyed very simple ideas which lacked breadth and depth in treatment of the topic

were not able to effectively support and express their opinions on the topic

displayed very little originality and creativity, and ideas were presented as a narrative rather than an opinion

contained many syntactical and grammatical errors that impeded meaning

had a low word count, which impacted their ability to address the task in the required depth

had many linguistic and grammatical errors, incorrect cases, disagreement of articles and nouns, disagreement of adjectives and nouns, and incorrect verb endings.

Writing in Modern Greek

There was a choice of three questions for the students, of varying text types and themes. Option 3 was the most popular choice overall.

Option 1

A youth magazine from Greece is seeking articles from around the world about healthy living. Write an article for the magazine about how young Australians can have a healthy and active lifestyle.

The more successful responses commonly:

were able to adhere to the correct text type format of an article, including a title

engaged the audience with interesting and original ideas, and responses were relevant to the context, audience, and purpose

used logical sequencing of information

demonstrated consistently appropriate expression

used a good degree of correct grammar and a wide range of cohesive devices

demonstrated in-depth treatment of ideas and detail

were able to meet the word count, which impacted their ability to address task in the required depth.

The less successful responses commonly:

did not adhere to the appropriate text type, e.g. personalised responses

did not accurately address the question, rather included facts about Australia and Australian people

were very simplistic in their ideas and repeated these throughout their response

displayed frequent errors in vocabulary and sentence structures that may have impeded meaning

were unable to meet the word count, which impacted their ability to address task in the required depth.

Option 2

You wish to apply for the upcoming student exchange program to your sister school in Greece. Write a letter to the School Committee, convincing them that you are the best candidate for this program.

The more successful responses commonly:

adhered competently to the conventions of the required text type

had content that was relevant to the task, original, and engaged the audience

used persuasive and formal language well where required

showed in-depth treatment of ideas, excellent detail, and were mindful of audience, context, and purpose

organised their information logically and in a sequential manner.

The less successful responses commonly:

did not always adhere to the text type

lacked depth of treatment

lacked organisation of ideas

did not address all the requirements of the task or did not address the key points of the question

used mostly repetitious and simplistic vocabulary

demonstrated weaknesses in logical sequencing of information

did not effectively use formal or persuasive language where required.

Option 3

Write a diary entry, reflecting on an unusual outing you had with your family.

The more successful responses commonly:

adhered to the text type and included reflective language

addressed all aspects of the question

were relevant to context, purpose, audience, and topic

engaged the reader with original and interesting ideas

incorporated humour

showed both breadth and depth of treatment of their ideas

had good structure to their response inclusive of paragraphs and lead sentences

used an extensive range of complex linguistic structures and features.

The less successful responses commonly:

did not address all aspects of the question

did not adhere to the text type and wrote a recount that lacked reflective language

lacked depth and breadth of treatment and had difficulty expanding on their ideas

had mostly repetitive and simplistic vocabulary

failed to meet required word length, which impacted their ability to address task in the required depth.