**Stage 2 modern greek (continuers)**

**Assessment Type 2: In-depth Study**

**reflection in english**

**Description of Assessment**

Students produce a written or oral response in English which is personal and reflective in nature.

Students may reflect on the following:

* how the research experience was similar or different from their preconceptions
* how the research has influenced their thinking about language and culture
* how cultures, values, ideas, practices and beliefs are represented or expressed in the texts studied
* how the research has influenced their own understanding or perspectives on the issue/topic
* learning that was new, surprising or challenging
* how the learning may have changed their thinking
* how the In-depth Study has increased their understanding of the Greek-speaking communities
* how their learning in their In-depth Study has contributed to their understanding of themselves in relation to identity, culture and values
* how they may use this experience in the future

Students demonstrate their ability

* to express ideas and/or information and/or opinions in a logical manner
* to use correct text type conventions and appropriate register for the purpose and audience

**Assessment Conditions**

Drafted and completed over 2 weeks upon completion of the research phase.

Length: 600 words or 5-7 minutes in English

Students provide evidence of planning, preparation and research e.g. notes, drafts, bibliography etc.

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| --- | --- |
| ***Learning Requirements*** | ***Assessment Design Criteria*** |
| 1. interact with others to exchange information, ideas, opinions, and experiences in Modern Greek 2. create texts in Modern Greek to express information, feelings, ideas, and opinions 3. analyse texts that are in Modern Greek to interpret meaning 4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication. | Ideas  The specific features are as follows:  I1 Relevance   * relevance to context, purpose, audience, and topic * conveying appropriate detail, ideas, information, or opinions * creating interest and engaging the audience.   I2 Depth of treatment of ideas, information, or opinions   * depth and breadth of content * elaboration of ideas and support of opinions * planning and preparation.   Expression  The specific features are as follows:  E2 Coherence in structure and sequence   * organisation of information and ideas * use of the conventions of text types.   Interpretation and Reflection  The specific features are as follows:  IR3 Reflection   * reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts * reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied * reflection on own learning. |

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**Reflection**

**IR3- Reflection**

Critical reflection on own learning and how the research experience was similar to or different from own experience.

Although I knew that Greek women were involved in the Greek Resistance during World War II in some way, I was unaware of the major contribution and vital role they played. I chose to research Greek women in the Greek Resistance during World War II as I wanted to research a topic which I had little previous knowledge of so that I could gain an understanding of the role women played in the war. For my written task, I focused on the role of Greek women in the Resistance and based my oral on a heroine named Lela Karagianni.

My preconceptions of this topic were that many Greek women left the county to ensure the safety of their children during this time, and the women who were nurses stayed behind to care for injured men. My research did confirm these preconceptions but also taught me a lot more about the involvement of Greek women during the Resistance. I was surprised to discover that Greek women not only cared for injured men, but also fought alongside them.

**IR1- Reflection**

Critical reflection on how beliefs and ideas are represented in texts.

As World War II was such a significant event in history and more specifically the Greek Resistance in Greek history, I knew that information on this topic was easily accessible. However, I was unaware of the limited availability of information in English language regarding the role of Greek women in this war. To overcome this obstacle, I accessed a range of Greek sources and translated them into English. The data in these sources was confirmed once compared with one another.

**IR3/IR2- Reflection**

Critical reflection on own learning. Sophisticated recognition and explanation of connections between own beliefs and ideas.

The main texts I analysed during the research process were from a pdf file written in Greek. This pdf file contained many texts exploring the Greek Resistance in great depth, however the two main texts I used were based on the role of women in the Resistance and a heroine named Lela Karagianni. The first text provided me with background information on the day the Greeks rejected the invasion and the significant role women had not only as support to care for men and families, but as soldiers. From the second text I learned specific facts about the contribution of women like Lela Karagianni. This pdf was extremely useful to my In-depth Study as it provided the most accurate and reliable data on the heroism of Greek women in the Greek Resistance and the risks they took to protect their country in comparison to other sources which contained more bias in their attitude towards women’s involvement in the war.

**IR3- Reflection**

Sophisticated recognition and explanation of connections between own beliefs and ideas.

**E2-Expression**

Information and ideas are organised logically and coherently.

Although these sources were informative, they used military language which was difficult to understand. Due to my unfamiliarity with this language, it caused English translations to be difficult but after seeking assistance from native speakers in my class and my Greek teacher, I was able to overcome this problem. Through researching this topic, I finally understand the significance of the Greek Resistance in World War II and why we celebrate ‘OXI’ day. I now recognize that the Greeks resisted the Italian invasion in order to maintain their culture, language and religion, after having previously been under Turkish rule for 400 years, where the Turks tried to destroy these values and beliefs.

**IR3- Reflection**

Critical reflection on own learning and how the research has influenced own understanding and perspectives on issues.

Through researching the Greek Resistance in World War II, I have gained a better understanding of the role Greek women played during this time and why we celebrate ‘OXI’ day. In expanding my knowledge on this topic, I now respect these women more than ever for their courage and determination. I now believe that women are just as capable as men, both mentally and physically, of serving their country.

**IR3/IR2- Reflection**

Critical reflection on own learning and how that learning has contributed to understanding of self in relation to identity, culture and values.

**Additional Comments**

This response is illustrative of an A standard.

**Ideas:**

Response is consistently relevant to the context and topic.

Elaboration of ideas and support of opinions consistently conveys appropriate detail and ideas.

**Expression:**

Coherence in structure and sequence; information and ideas are organised logically and coherently

Performance Standards for Stage 2 Locally Assessed Languages at Continuers Level

|  | **Ideas** | **Expression** | | **Interpretation and Reflection** |
| --- | --- | --- | --- | --- |
| **A** | *Relevance*  Responses are consistently relevant to context, purpose, audience, and topic.  Responses consistently convey the appropriate detail, ideas, information, opinions.  Responses successfully create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Depth and breadth in the treatment of the topic and content is very detailed and varied.  Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively with originality and creativity.  Comprehensive evidence of planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.  A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.  Effective use of a range of sophisticated cohesive devices to connect ideas.  Expression consistently appropriate to the cultural and social context.  Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning.  *Coherence in Structure and Sequence*  Information and ideas are organised logically and coherently.  Conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest, enthusiasm, and passion for the topic of discussion are conveyed.  A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers).  Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well. | *Interpretation of Meaning in Texts*  Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations of text are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).  Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.  Concepts, perspectives, and ideas represented in texts are identified and explained with clarity and insight.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are explained with clarity and insight.  Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.  Critical reflection on own learning. |
| **B** | *Relevance*  Responses are mostly relevant to context, purpose, audience, and topic.  Responses mostly convey the appropriate detail, ideas, information, and opinions.  Responses generally create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Breadth and some depth in the treatment of the topic.  Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position.  Sound planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features with good control to convey meaning.  Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.  A range of cohesive devices are used to connect ideas.  Expression is mostly appropriate to the cultural and social context.  Effective communication with some degree of fluency. Reasonably accurate pronunciation and intonation.  *Coherence in Structure and Sequence*  Mostly coherent organisation of information and ideas.  Most conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively.  A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification).  Occasional pauses to process questions and to search for linguistic resources. | *Interpretation of Meaning in Texts*  Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples from the text.  Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.  Concepts, perspectives, and ideas represented in texts are generally identified and explained with some clarity.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are described.  Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.  Thoughtful reflection on own learning. |
| **C** | *Relevance*  Responses are generally relevant to topic and purpose, with some relevance to context and audience.  Responses generally convey simple ideas and opinions with generally appropriate information.  Responses generally create some interest, and partly engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics.  Short simple sentences usually containing one idea are used to convey meaning with some effectiveness and support an opinion.  Competent planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns.  Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.  Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level.  Expression is generally appropriate to the cultural and social context.  Some hesitancy in responding. Pronunciation and intonation are understandable.  *Coherence in Structure and Sequence*  Generally coherent organisation of information and ideas.  Responses generally conform to the conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed.  Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor’s sentence patterns to respond.  Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts. | *Interpretation of Meaning in Texts*  Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures.  Competent understanding of context, purpose, and audience, supported with isolated examples from the text.  Main concepts, ideas, and one or more perspectives in texts are identified, with some explanation.  *Analysis of the Language in Texts*  Particular linguistic and cultural features of the text are identified.  Identification of stylistic features in texts (e.g. idioms, rhetoric, expressions).  *Reflection*  Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts.  Some reflection on, with mostly description of, own values, beliefs, ideas, and practices in relation to those represented in texts.  Some reflection on own learning. |
| **D** | *Relevance*  Responses partially relevant to the topic and purpose.  Responses convey some basic information that may be appropriate.  Responses include one or more elements of interest that may engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some basic treatment of information or ideas relating to simple aspects of familiar topics.  Short and generally incomplete sentences are used with partial effectiveness to convey an idea or opinion.  Some planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English.  Frequent errors and incorrect selection of words from the dictionary impede meaning.  A cohesive device may be used with some effectiveness.  Expression occasionally appropriate to cultural and social context.  Frequent hesitancy in responding. Pronunciation may impede meaning.  *Coherence in Structure and Sequence*  Some basic organisation of information and/or ideas.  Some use of very basic conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic may be conveyed.  Reliance on repetition and rephrasing of questions. Partial understanding of questions may lead to a response that is not relevant.  Frequent silences may occur because of lack of comprehension and time required to search for words and construct answers. | *Interpretation of Meaning in Texts*  Keywords and some supporting detail are identified in texts dealing with familiar situations.  Some basic understanding of context, purpose, and/or audience.  Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted.  *Analysis of the Language in Texts*  One or more basic linguistic and/or cultural features of the text are identified.  One or more stylistic features are identified.  *Reflection*  One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified.  One or more of the student’s own values, beliefs, practices, or ideas in relation to those represented in texts are described.  Learning experiences are recounted. |
| **E** | *Relevance*  Responses have limited relevance to the topic and purpose.  Responses attempt to convey some basic information, with limited appropriateness.  Responses attempt to include an element of interest.  *Depth of Treatment of Ideas, Information, or Opinions*  Attempted treatment of simple information relating to one or more aspects of familiar topics.  Responses are brief and often rely on a keyword to convey basic meaning.  Attempted planning or preparation. | *Capacity to Convey Information Accurately and Appropriately*  Relies heavily on the dictionary. Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on anglicisms to convey meaning.  Frequent errors impede meaning.  Limited appropriateness of expression.  Attempted use of a cohesive device, with limited effectiveness.  Always or mostly hesitant in responding. Pronunciation impedes meaning.  Coherence in Structure *and Sequence*  Limited organisation of information or ideas.  Limited evidence of conventions of text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Reliance on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings.  Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. Utterances rarely consist of more than two or three words. Frequent misunderstandings of simple questions.  Frequent long pauses to process questions and to search for words. May resort to using English to convey meaning. | *Interpretation of Meaning in Texts*  Isolated items of information are identified in short texts on familiar topics containing simple language.  Identification of a context, purpose, or audience.  Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).  *Analysis of the Language in Texts*  Attempted identification of a basic linguistic feature of the text.  Attempted identification of a stylistic feature.  *Reflection*  One or more formulaic cultural expressions are identified.  One or more of the student’s own values, beliefs, practices, or ideas are identified.  Learning experiences are listed. |