2023 Modern Greek Continuers Subject Assessment Advice

Overview

Subject assessment advice, based on the 2023 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. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

Across the Assessment Types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. 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.

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, facing 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. 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

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

used basic cohesive devices

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

Text Analysis

Students analyse a text in Modern Greek. This could be a written 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 drew conclusions about the purpose, audience, and messages with appropriate evidence from the text to support their arguments

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 when the questions were not worded in a way to provide opportunities for students to succeed in their responses.

Interaction

The Interaction is to be between 5–7 mins 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 giving all students the same questions

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/repetition and were able to self-correct.

The less successful responses commonly:

relied on well-rehearsed language to sustain the conversation

presented with a variety of pronunciation and intonation errors

were not confidently able to sustain a conversation without assistance

repeatedly asked for clarification/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 is 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. While it is appropriate for teachers to advise on suitable issues, the IDS must be 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, organised their ideas well, and were able to express 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

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.

General comments or observations

Students should not be reading off their cue cards for the Oral Presentation. This is not in line with the Performance Standard for Expression, namely ‘Expression consistently appropriate to the cultural and social context’.

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 cohesive devices

encouraging students to use the IDS summary sheet well. They should include a short dot point 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:

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 with details

used a wide range of vocabulary, cohesive devices, and complex linguistic features to connect ideas

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

displayed weaknesses in grammar, including plurals, article, noun, and adjective disagreements, use of incorrect tenses, and conjugations

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:

Famous Greeks

Traditional dances

The Ancient World – Theatre, philosophers, mythology

Music – Cretan, Pontian, Rembetika

Religion

Blue Zone – Ikaria

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

discussed their topic at length with ease of fluency

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 with far too much repetition.

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.

Text 1

The more successful responses commonly:

were able to fully identify the purpose of the announcement

displayed a comprehensive understanding of the requirements of the position and were able to identify - students who embodied the school’s values, showed kindness, participated in various school activities and were confident.

The less successful responses commonly:

failed to identify that the text was inviting students to apply to be a member of the student representative council

displayed partial understanding of the requirements of the position or only provided some relevant information.

Text 2

The more successful responses commonly:

were able to display a comprehensive understanding of the phrase as used in the text

fully identified and gave perceptive and comprehensive justification of how likely Theodora would have successfully delivered her speech – good preparation, practice, confidence building, strategies to overcome fear, leaning on her sporting achievements and determination to manage situation

argued that Theodora would not be successful but justified their answer fully with evidence from the text.

The less successful responses commonly:

took a very literal approach to the phrase and merely translated it without an accurate reference to the text

only identified some information and could not justifiably support their answer with evidence from the text, relying mainly on a lot of repetition.

Reading and Responding, Part A

Text 3

The more successful responses commonly:

were able to fully identify all the benefits of reading including – a thirst for knowledge, improves spelling, become better speakers, creates a good groundwork for successful school and adult life, builds on imagination and teaches how to deal with different life situations

were able to identify the stylistic techniques of the text and provide appropriate evidence including:

- language and tone of text was conversational
- informal language - inclusive
- emotive words
- rhetorical questions
- alliteration
- metaphors.

The less successful responses commonly:

provided partial identification of the benefits of reading

were only able to partially identify and justify the stylistic techniques used in the text

named stylistic techniques but could not support with evidence from the text.

Reading and Responding, Part B

Text 4

Write your comment in the on-line thread expressing your views about the Year 12 formal.

The more successful responses commonly:

adhered to the text type convention of an on-line 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 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 1

*You have seen an advertisement inviting contestants for a Greek television quiz/game show. You think that your best friend would be a perfect contestant. Write an email to your friend, trying to convince them to apply for the television show.*

The more successful responses commonly:

were able to adhere to the correct text type format of an email and used appropriate persuasive language in order to convince their friend to apply

engaged the audience with interesting and original ideas

used logical sequencing of information

expression was consistently appropriate

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

did not adhere to the question and wrote about an irrelevant show they had seen

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

displayed frequent errors in vocabulary and sentence structures

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

Option 2

*You have just returned from a long-anticipated Greek music festival which did not meet all your expectations. Write a review for your school website, sharing your experiences and suggesting improvements for the next festival.*

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

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:

lacked depth of treatment

lacked organisation of ideas

did not address all the requirements of the task

used mostly repetitious and simplistic vocabulary

demonstrated weaknesses in logical sequencing of information.

Option 3

*Your formal lessons in Greek have just completed. Your Year 12 Greek class is compiling a book of memories about your Greek studies. Write a humorous story with the title: ‘Goodbye Homework, Goodbye Greek!’*

This was the most popular choice of topics.

The more successful responses commonly:

were relevant to context, purpose, audience, and topic

engaged the reader with original and interesting ideas

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 adhere to the required text type with many simply writing a narrative

simplistic ideas and failure to include an element of humour

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.