

Modern Greek (continuers)

2016 Chief Assessor’s Report

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## Overview

Chief Assessors’ reports give 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, the quality of student performance, and any relevant statistical information.

## School Assessment

Assessment Type 1: Folio

The folio is made up of three different assessment types: interaction, text production, and text analysis. As stated in the subject outline, students are to complete between three and five assessments for their folio, including at least one assessment of each of the tasks above. Most schools chose to complete five assessment tasks — generally one interaction task, two text-analysis tasks, and two text-production tasks.

The more successful responses

* gave students an opportunity to interact with others to exchange information, ideas, opinions, or experiences in Modern Greek
* provided a specific focus for the interaction
* demonstrated evidence of preparation
* demonstrated understanding and analysis of language
* included appropriate examples from texts in the text analysis
* demonstrated a good understanding of the conventions of a range of text types
* included appropriate vocabulary and did not rely on direct translation from English.

**The less successful responses**

* in interactions, were based solely on the sample questions available for the conversation part of the oral examination
* in text-analysis tasks, recounted details, usually on content, from the text(s) without addressing all the components of the question and without supporting their responses with evidence from the text(s).

**General information**

There was a wide variety of evidence presented at moderation. It was evident that teachers had familiarised themselves with the Stage 2 subject outline and school assessment requirements. Teachers prepared their students well and based their assessment decisions appropriately on the performance standards.

Assessment Type 2: In-depth Study

The in-depth study allows students to demonstrate research into, and personal reflection on, an aspect or aspects of a topic — preferably one that the student is interested in — and then present an oral presentation in Modern Greek, a written response to the topic in Modern Greek, and a reflective response in English.

**The more successful responses**

* contained reflection on culture, language and the impact on their learning
* included some analysis and evaluation of texts accessed, as well as the impact on the students’ own learning
* adhered to the required word-limit
* were generally well written and showed evidence of an effective drafting process and appropriate response to teacher feedback
* addressed defined topics and/or questions that differed in purpose, context, and audience for both the written and oral in Modern Greek
* demonstrated a depth of treatment of the topic selected
* were based on appropriate topics which had a clear focus
* did not rely heavily on notes in the oral presentation
* presented an interesting and relevant approach to the topic.

**The less successful responses**

* relied on a recount of the information produced in another task in Modern Greek
* relied heavily on written notes in the oral presentation.

## External Assessment

Assessment Type 3: Examination

The examination consists of two assessments: an oral examination and a written examination.

Oral Examination

The oral examination of 10 to 15 minutes comprises a general conversation and a discussion of the student’s in-depth study.

**Section 1: Conversation**

**The more successful responses**

* were able to elaborate on ideas and sustain conversation
* were original and creative in their responses
* handled questions with ease
* used a range of complex linguistic structures
* had excellent pronunciation and intonation.

**The less successful responses**

* used very simplistic language
* were not able to elaborate
* did not have adequate language skills to convey their thoughts.

**Section 2: Discussion**

**The more successful responses**

* were well prepared and had chosen their topic wisely
* demonstrated a sound knowledge of their topic
* provided responses that were 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**

* had difficulty in conveying information accurately
* struggled to relay information with coherency due to poor language skills
* used well-rehearsed language and could not respond to follow-up questions

**General information**

Overall, the majority of students performed well in the oral examination. Students were well prepared for the conversation section and handled the questions with ease. There was a greater variety of topics for the in-depth study in 2016, but some topic choices did not allow for meaningful discussion. Teachers could support their students by helping them choose appropriate topics which do not require specialised terminology at a linguistic level beyond reasonable expectation of a Stage 2 student, as this may disadvantage them.

Written Examination

**Section 1: Listening and Responding**

In 2016 there were five unrelated texts of varying lengths and types. For all texts, the questions and answers were in English.

*Question 1*

**The more successful responses**

* identified the purpose of the call, including some details, such as where and what time to meet
* described George with comprehensive evidence

**The less successful responses**

* did not elaborate beyond stating ‘going to movies’
* could not describe George’s character
* simply paraphrased the text in an unstructured manner.

*Question 2*

**The more successful responses**

* fully identified Yiannis’s dilemma — walkathon or garage sale
* displayed a comprehensive understanding of why the mother used the expression ‘θα βγεις κερδισμένος’.

**The less successful responses**

* partly identified Yiannis’s dilemma
* displayed partial understanding of why the mother used the expression
* were not able to explain their responses clearly.

*Question 3*

**The more successful responses**

* comprehensively described Mrs Antonia’s advice about study, that is, studying throughout the year, not leaving everything until the night before, and revising repeatedly what has been learnt in class each day
* identified the two factors to help students sleep well: 2 hours of screen-free time before bed and not taking devices (mobile phones and computers) to bed.

**The less successful responses**

* partially described Mrs Antonia’s advice
* did not pick up on the importance of constant revision
* only identified one factor to help students sleep well
* paraphrased the text about the importance of 8 hours of sleep but did not explain how to get good sleep
* mistook having devices in the bedroom, rather than in the bed,

*Question 4*

**The more successful responses**

* identified the importance of water, as a life source for people, animals, and plants
* displayed a good understanding of the suggestions to reduce air pollution — driving cars less (resulting in less exhaust fumes) and planting trees
* displayed a substantial understanding of the speaker’s use of language to express ideas, e.g. imperative mood, positive and negative (dos and don’ts), short and direct advice, passionate language.

**The less successful responses**

* had limited understanding of the suggestions to reduce air pollution; listed evidence to reduce pollution in general (recycling, less use of plastic bags), but not the suggestions specified in the text
* could not identify terms such as persuasive and/or emotive language
* wrote about the sound of the speaker’s voice as they heard it
* wrote about the speaker herself, rather than her use of language.

*Question 5*

**The more successful responses**

* provided a detailed comparison of the personalities, with comprehensive supporting evidence
* identified Stella as, for example, confident, independent, determined, decisive, and adventurous
* identified Lefteris as, for example, compassionate, caring, grounded, supportive, not very adventurous, and lacking in confidence.

**The less successful responses**

* provided partial comparison of the personalities, with limited evidence
* paraphrased a summary of the text, rather than drawing their own conclusions about personality
* wrote lengthy explanations of the speakers’ travel and work plans.

**Section 2: Reading and Responding, Part A**

This section comprised two linked texts, although they differed in complexity of language, style, and format. For both texts, questions and answers were in English.

*Question 6*

**The more successful responses**

* identified the two connections of Achilli Beach with Greek mythology; that is, Achilles stopping there on his way to Troy, and Theseus and Ariadne stopping there after escaping Minos
* provided a comprehensive comparison of the mood change from the first diary entry to the last entry
* used adjectives to describe the mood and provided comprehensive examples, e.g. ‘apprehensive’, ‘doubtful’, ‘fabulous’, ‘magical scene’.

**The less successful responses**

* identified only one connection, generally failing to mention Ariadne and Theseus
* provided a limited comparison of the mood change of the author
* focused on the author being exhausted and tired, that is, physical features rather than mood
* were very repetitive
* did not make connections between the first and last diary entries.

*Question 7*

**The more successful responses**

* provided two forms of evidence that the Skyrian horses lived in ancient Greece; that is, that the horses were portrayed on the frieze of the Parthenon, and that historians believe that the horses are descendants of the horses Achilles took with him to Troy
* displayed a comprehensive understanding of the horses’ decline: changes brought about by agricultural machines, competing with other animals for feed, unable to survive harsh winters, and the apathy of the people
* correctly identified that the two texts were connected in that they were both about the island of Skyros and that Achilles was mentioned in both.

**The less successful responses**

* were not able to give two reasons to suggest that the Skyrian horses lived in ancient Greece
* displayed only a partial understanding of the horses’ decline in numbers, usually identifying only two reasons
* misinterpreted the text saying that the locals don’t care for the horses
* were not able to identify the two connections between Text 6 and Text 7; many mentioned an island without identifying it, and many did not name Achilles, but rather generalised their answer as ‘Greek mythology’.

**Section 2: Reading and Responding, Part B**

This question required a response in Modern Greek. Students were asked to write a journal entry reflecting on their feelings and experiences after completing their first day as a volunteer at Achaias Zoological Park. Areas from the text that students could have referred to in their response included training, safety, nature of work, access to animals, teamwork, etc. This question seemed rather challenging for some.

*Question 8*

**The more successful responses**

* reflected on the first day’s experiences and feelings
* conveyed appropriate detail, ideas, information
* used an extensive range of linguistic structures
* responded to all aspects of the question
* communicated ideas, information, and opinions effectively
* sequenced the information logically and coherently.

**The less successful responses**

* did not read the question carefully, nor analysed it to ensure that all points were covered
* provided limited ideas and information
* centred the entire writing on the feeding of the animals
* copied large passages from the text
* included irrelevant information
* demonstrated linguistic problems, such as use of incorrect cases or limited vocabulary
* were repetitive in their writing.

**General information**

The starting point for success in this question was in understanding the keywords of the question: ‘reflection on feelings and experiences after your first day at the animal park’. Many responses veered off course and wrote about the process of applying for the volunteering program and why they applied for it. Others wrote about why they do not have time for volunteering. It is essential that teachers prepare their students for Reading and Responding, Part B type tasks by making sure that students read the task and text carefully, analyse them, and respond appropriately to the information provided in the text. It is also imperative to impress upon the students the importance of not copying large passages of the text in their response.

**Section 3: Writing in Modern Greek**

Three questions were provided in 2016 and students were required to write 250 to 300 words in Modern Greek on one of the questions. Each question required a different text type and style of writing. Students were required to produce the text of a speech (Question 9), an article (Question 10), or an email (Question 11).

*Question 9*

Most students chose Question 9 and were able to manage the requirements of the task quite well, adhering competently to the conventions of the text type. Content was very good in the majority of the papers and relevant to the task; many responses showed in-depth treatment of ideas.

*Question 10*

Question 10 was the least popular question. Being an article required formal language and this proved difficult. The successful responses structured their article with the appropriate conventions and organised their information in a logical and sequential manner. The less successful responses veered off task and simply wrote about the advantages of their particular school.

*Question 11*

Responses to Question 11 varied greatly.

**The more successful responses**

* wrote creatively using correct linguistic structures and features to engage the reader
* were original in their ideas and organised their work in a logical manner
* used authentic vocabulary, as well as idioms.

**The less successful responses**

* experienced difficulties with expression and sentence structure, as well as verb tenses
* copied the entire question into their writing verbatim
* did not identify the country they were going to and their difficulty focused solely on language
* did not identify the sport that they would be training in
* spent half of the email addressing personal and family pleasantries — enquiring about family, not having heard from them, etc. — instead of addressing the task.

## Operational Advice

School assessment tasks are set and marked by teachers. Teachers’ assessment decisions are reviewed by moderators. Teacher grades/marks should be evident on all student school assessment work.

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