# 2018 Modern Greek (continuers) Subject Assessment Advice

## Overview

Subject assessment advice, based on the previous year’s 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.

# School Assessment

## Assessment Type 1: Folio

The folio is made up of three different assessments: Interaction, Text Analysis, and Text Production. Schools have the choice (as stated in the Learning and Assessment Plan) of requiring students to complete between three and five assessments for their Folio, including at least one assessment of each of the above assessments listed. Most schools chose to complete five assessment tasks (one interaction task, two text analysis tasks, and two text production tasks).

The more successful responses commonly:

* gave students an opportunity to interact with others to exchange information, ideas, opinions, or experiences in Modern Greek
* required little prompting or intervention needed from the teacher in the Interaction
* provided a specific focus for the Interaction, such as childhood experiences
* demonstrated evidence of preparation
* demonstrated understanding and analysis of language and included appropriate examples from the texts
* demonstrated a good understanding of the characteristics of a range of text types
* included appropriate vocabulary and did not rely on direct translation from the English
* addressed the requirements of the task appropriately, applying the appropriate features of the text type.

The less successful responses commonly:

* in the interaction, were based solely on the Oral Examination Conversation sample questions, or were based on rehearsed responses
* in text analysis tasks, recounted details from the text without addressing all the components of the question
* lacked depth and used very basic vocabulary
* applied grammar incorrectly
* did not apply appropriate features of the text type.

## 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 a written response in Modern Greek, an oral presentation in Modern Greek, and a reflective response in English.

The more successful responses commonly:

* were based on appropriate topics which had a clear focus and demonstrated an interesting and relevant approach
* met the required word limit and contained reflection on culture, language and the learning process
* included analysis and evaluation of texts accessed, as well as the impact on the students’ own learning
* were well written and showed evidence of the drafting process
* addressed the defined topic or question which was designed so that the purpose, context and audience of both the written and oral tasks are clear
* demonstrated a depth of treatment of the topic selected
* differentiated in purpose, context and audience for the written and oral tasks
* presented an interesting and relevant approach to the topic
* showed evidence of the drafting process and appropriate response to teacher feedback
* were based on topics that could be explored in depth and allowed for research using a range of sources.

The less successful responses commonly:

* in the reflection, relied on a recount of the information they had in their Modern Greek written or oral response
* included similar content in the written and oral tasks
* in the oral task, relied heavily on written notes
* lacked depth and contained limited analysis and reflection on own learning and use of language
* lacked originality and detail, reflecting limited access of appropriate sources
* needed to use the available time/ word limits.

# 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 10–15 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.

Section 1: Conversation

The more successful responses commonly:

* were able to elaborate on ideas and sustain conversation with a good degree of accuracy
* were original and creative in their responses and spoke with enthusiasm
* were coherent and generally followed a logical structure and sequence
* used a range of complex linguistic structures
* used accurate pronunciation and effective intonation.

The less successful responses commonly:

* used very simplistic language
* were only able to give limited responses
* did not have adequate language skills to convey their thoughts.
* often required clarification of the question
* displayed grammar weaknesses, e.g. disagreement of article to noun; errors with singular and plural case
* used a limited range of connective devices
* lacked breadth and depth in the treatment of ideas to support their responses.

Section 2: Discussion

The more successful responses commonly:

* were well prepared and chose their topic wisely
* were able to give a one-minute introduction of the topics studied, thus giving the examiners information to work from to stimulate the discussion, particularly if the points on the outline sheet did not generate discussion
* demonstrated depth of knowledge of their topic
* were spontaneous, relevant and appropriate
* discussed their topic at length with ease of fluency
* made less syntactical and grammatical errors
* 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 with coherency due to poor language skills
* made many syntactical and grammatical errors
* used well-rehearsed language and could not respond to follow-up questions
* had difficulty elaborating on their ideas as there was a lack of depth in the study of their topic
* lacked the use of specialised terminology relevant to their study
* had difficulty reflecting on their own learning
* did not complete the required oral component of the In-depth study.

## Written Examination

Section 1: Listening and Responding

This year there were 5 unrelated texts in Modern Greek, all of varying lengths and types. For all texts, the questions and answers were in English.

### Text 1

The more successful responses commonly:

* were able to identify only one way of persuasion, that of the 20% discount

The less successful responses commonly:

* (most students) were unable to identify all the ways that Mr Kasapis uses to persuade his audience
* were unable to identify persuasive language

### Text 2

The more successful responses commonly:

* correctly identified Niko’s problem
* were able to identify most of the strategies used to promote the activity

The less successful responses commonly:

* were unclear that Niko’s problem was related to a fundraiser
* gave vague answers saying that Niko was not prepared for school
* were unable to analyse ‘how the students use language to express their enthusiasm’
* summarised what the students were planning

Text 3

The more successful responses commonly:

* were able to identify formal and informal register and who was using which in the text
* were able to identify 2 duties required of Marianna
* were able to identify Marianna’s previous work experience of working with animals

The less successful responses commonly:

* stated that the speakers were eager, friendly, polite but could not clearly identify the features of formal and informal register
* confused work experience with work placement.

### Text 4

The more successful responses commonly:

* comprehensively described the mother’s concerns with evidence from the text
* were able to correctly identify how Michalis will solve his money problem.

The less successful responses commonly:

* missed the second part of question 4a, they responded to ‘Είσαι πολυέξοδος’ but forgot to respond to ‘Πώς θα τα βγάλεις πέρα;’
* answered 4c in section 4a and 4a in 4c thus confusing the two questions
* were able to mention that the mother was sick of paying for Michalis’s expensive lifestyle (most students) but were unable to support their answer with specific evidence from the text (e.g., the cost of the formal and the Gold Coast expenses).

### Text 5

The more successful responses commonly:

* were able to identify two or more instructions

The less successful responses commonly:

* summarized the entire text and included the answer in it
* were unable to answer from the point when Georgia arrives at her destination.

Section 2: Reading and Responding, Part A

This comprised of two different text types with a common theme in differing contexts.

### Text 6

The more successful responses commonly:

* correctly identified both reasons why festivals are an important part of Cypriot culture
* were able to identify two out of the three features that make the Watermelon Festival unique

The less successful responses commonly:

* identified only one reason why festivals are an important part of Cypriot culture
* were unable to comprehensively analyse what made the Watermelon Festival unique
* were able to identify the competition for the biggest watermelon
* were unable to identify the opportunity to experience watermelon products.

### Text 7

The more successful responses commonly:

* were able to provide comprehensive impressions with good evidence from the text
* identified both the persuasive language including positive adjectives used as well as the content based evidence
* were able to identify 3 out of the 4 differences between the Watermelon Festival and the Glendi Festival.

The less successful responses commonly:

* provided simple impressions of how Eleni convinces Yianna to attend the Festival
* provided responses based on their own experience/knowledge of the Glendi Festival and not what was in the text
* were unable to identify that one festival was in Cyprus and the other was in Adelaide, Australia
* provided some relevant information about the festivals but were unable to identify the evidence with respect to the Glendi representing food and drinks from a variety of local Greek clubs/societies
* were unable to identify that the Glendi also had a youth entertainment section (παιδική χαρά)
* misunderstood the question and compared the differences of the text types and not the differences of the actual festivals.

Section 2: Reading and Responding, Part B

The more successful responses commonly:

* adhered to the text type conventions that the question required
* used appropriate formal register and were familiar with the conventions of an email to a committee
* expressed their opinion about the introduction of the new proposed foods in a very comprehensive manner
* organised their ideas logically and information was well structured using paragraphing as appropriate
* developed and justified their opinions to demonstrate depth of content
* justified their choices from both a health and environmental perspective
* used a range of connectives, expression and vocabulary.

The less successful responses commonly:

* needed to read the instructions carefully to establish context, purpose and audience
* were unable to adhere to the text type conventions
* used the singular register which demonstrated a lack of understanding of cultural practices, writing to a committee required formal register/plural case
* provided superficial ideas which lacked detail and depth of treatment
* were unable to address the environmental factor
* paraphrased information from the stimulus text, often incorrectly
* had linguistic errors, such as, use of incorrect cases, disagreement of articles and nouns, disagreement of adjectives and nouns
* demonstrated limited vocabulary with poor expression and many spelling errors.

## Section 3: Writing in Modern Greek

Three questions, Questions 9, 10 and 11, of varying nature were available for the students to choose from. Most students chose Question 10. Very few students attempted question 11.

### Question 9

*The more successful responses commonly:*

* structured the responses appropriately and organised their information in a logical and sequential manner
* were able to adhere to the text type conventions of writing a formal letter using correct salutations
* were able to use a variety of adjectives to support their ideas and persuade the audience
* were able to convey their information accurately and appropriately using a high degree of language skills
* were able to explain how they would make good use of their experiences upon their return to Australia
* were able to elaborate on their ideas in detail.

*The less successful responses commonly:*

* were unable to structure their responses appropriately and organise their information in a logical and sequential manner
* were unable to adhere to the text type conventions, an appropriate salutation and closing was required and some students didn’t sign off at all
* were unable to use the formal register
* neglected to outline how they would use their experiences upon their return
* were unable to write using persuasive language to discuss the qualities they possessed to make them a worthy recipient of the scholarship and instead focused on their interest in Greek language and culture or provided superficial personal details
* were unable to use cases correctly, predominantly the accusative case
* were unable to write to the required word count.

### Question 10

*The more successful responses commonly:*

* structured their responses appropriately and organised their information in a logical and sequential manner
* maintained contact with the audience and used effective speech rhetoric
* left a strong impression and stirred emotions after reading
* wrote a description of the chosen person and praised their qualities
* included detail on how this person influenced them and the reasons why they appreciate them
* were able to use connectives appropriate to spoken language
* were able to convey information appropriately and accurately.

*The less successful responses commonly:*

* neglected to open with a greeting or close their speech appropriately
* had incorrect use of noun case, adjective and noun disagreement and inappropriate use of vocabulary
* wrote a response well below the required word length.

### Question 11

*The more successful responses commonly:*

* applied the idiom appropriately, creating an engaging narrative
* wrote to context, audience and purpose of the text
* were well written, coherent, relevant and the content descriptive had depth
* were structured well and logical in sequence.

*The less successful responses commonly:*

* misunderstood the idiom and therefore the narrative did not address the requirements of the question.