2022 Modern Greek Continuers Subject Assessment Advice

Overview

Subject assessment advice, based on the 2022 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.

From 2023, 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, all facing up the same way, removing blank pages and student notes
* ensuring the uploaded responses have pages the same size and colour so teacher marking, 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 sentence
* 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.

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 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.

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
* were able display 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.

Section 2: Conversation

The more successful responses commonly:

* had high level language skills and were able to sustain conversation with a good degree of accuracy
* were well prepared for their conversation, were fluent and elaborated with details
* used a wide range of vocabulary, complex linguistic structures, and connectives
* were coherent and the conversation followed a logical structure and sequence
* were able to sustain the conversation and were spontaneous in their responses
* used accurate pronunciation and effective intonation
* were able to ask for clarification with confidence.

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
* often required 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: musicians, historical figures, sports personalities
* Health and Diet: Mediterranean and vegetarian; nutrition and the use of traditional foods/herbs
* Culture specific issues: Greek dances, Greek costumes, Greek festivals
* The depiction of a particular historical period through art and poetry
* Youth issues
* Addiction to social media
* The Ancient World: Theatre, Dance, Philosophers
* Religion.

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, particularly if the points on the In-Depth Study outline sheet were not sufficient to generate discussion
* demonstrated depth of knowledge of their topic
* were able to address the key points on their outline sheet with clarity and in depth
* 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 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 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
* had difficulty in presenting information sequentially with far too much repetition.

Comments

There was some confusion when the examiners translated the dot points for the In-depth Study which were written in English, as students did not always draw clear links to their chosen dot points and asked for the examiners to repeat the question. Often the examiner would have to rephrase the question to allow the students to respond and continue with the conversation. Students should come to the Oral Examination with a strong understanding of their main points in Modern Greek to allow for a smooth start to discussion.

Written Examination

Listening and responding

This year there were two texts, one of short length and the other being a longer text. They were of different text types and all answers were to be in English.

Text 1

The more successful responses commonly:

* identified the purpose of the announcement
* fully identified the instructions to the listeners.

The less successful responses commonly:

* failed to identify that sports day was cancelled
* identified only some instructions to follow during the extreme heat.

Text 2

The more successful responses commonly:

* were able to clearly identify Pavlos’s point of view about getting a driver’s licence
* used evidence from the text giving three reasons to support their responses
* provided a comprehensive understanding of Pavlos’s point of view on the matter.

The less successful responses commonly:

* could only identify one reason to support Pavlos’s point of view
* provided a partial description of Pavlos’s character instead of his point of view
* repeated the fact that Pavlos believed that you gain independence with a driver’s licence.

Reading and Responding, Part A

Question 3

The more successful responses commonly:

* were able to correctly provide an appropriate subject for the email
* were able to fully identify all the tasks that animals learn before leaving the organisation
* were able to comprehensively identify all the tasks that were required to be performed by the volunteers on a Saturday
* were able to fully explain how language was used in the text, to convince the reader to take action, including the use of persuasive and emotive language as well as the diminutive.

The less successful responses commonly:

* were unable to correctly provide an appropriate subject for the email
* confused the question and provided a subject description for the entire text and not necessarily the email
* provided only one task that the animals learn before leaving the organisation
* identified only one task that was required to be performed by the volunteers on Saturday
* could only provide some examples of emotive language used to convince the reader to take action
* were unable to clearly identify the use of persuasive language

Reading and Responding, Part B

Text 4

Write a job application in the form of an email.

The more successful responses commonly:

* adhered to the text type conventions of an email, inclusive of correct salutations
* conveyed the appropriate detail, ideas, and information in response to the stimulus text responding to all criteria
* conveyed information using a wide range of vocabulary, clear and accurate sentence structure, and accurate use of grammar
* used appropriate connectives, syntax, and expression
* presented ideas that were organised logically
* included ideas that were detailed and varied that clearly supported why they were the most suitable candidate for the job.

The less successful responses commonly:

* did not adhere to the appropriate text type
* used incorrect salutations
* contained many syntactical and grammatical errors that impeded meaning
* paraphrased language from the stimulus text
* were unable to elaborate on ideas or respond to the questions and criteria of the stimulus text
* had a low word count
* had many linguistic and grammatical errors, incorrect cases, disagreement of articles and nouns, disagreement of adjectives and nouns and incorrect verb endings (e.g., είμαι το καλύτερος, είδα η αφίσα σας, αυτό το δουλειά, για ένα ομάδα, δε θα είμαι αργά για δουλια, etc.)
* were heavily influenced by the English language when writing in Greek (e.g., Ελπίζω να ακούω πίσω – I hope to hear from you, δεν θα είμαι αργά για δουλειά – I won’t be late for work, etc.).

Writing in Modern Greek

There was a choice of three questions for the students, of varying text types and themes.

Option 1

You have been asked to give a speech at the final gathering of your Greek class. Write the text of your speech, describing the most memorable moment of the class

This was the most popular choice of topics.

The more successful responses commonly:

* were able to adhere to the correct text type format (speech) and used a range of complex linguistic structures and features
* engaged the audience with interesting and original ideas
* 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.

The less successful responses commonly:

* did not adhere to the appropriate text type
* did not adhere to the question and wrote about multiple memories of their Greek class over the year
* 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.

Option 2

Your school has a sister school in Greece. Write an article for your sister school’s newsletter, elaborating on the skills and values that students acquire at school and how these may help them in the future.

This was the least popular choice of topics.

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
* did not address all the requirements of the task
* used mostly repetitious and simplistic vocabulary
* demonstrated weaknesses in logical sequencing of information.

Option 3

Write a narrative beginning with the sentence: ‘Grandmother, I have something to tell you.’

This was the second most popular chose of topics.

The more successful responses commonly:

* 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
* 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.