2019 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.

The more successful responses commonly:

* generally demonstrated a good degree of interaction with others to exchange information, ideas, opinions, or experiences in Modern Greek
* required little prompting or intervention needed from the teacher in the interaction
* exhibited a good degree of fluency in the flow of their interaction
* provided a specific focus for the interaction, such as childhood experiences
* applied syntax and grammar conventions appropriately and correctly
* demonstrated evidence of preparation by including draft plans and vocabulary lists
* 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:

* were based solely on the Oral Examination Conversation sample questions in the interaction, or were based on rehearsed responses
* exhibited basic use of vocabulary and cohesive devices
* presented many errors in syntax and grammar

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* in text analysis tasks, recounted details from the text without addressing all the components of the question
* lacked depth and used very basic vocabulary
* 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
* were fluent and rich in vocabulary use in the oral presentations
* 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 and appropriate response to teacher feedback
* demonstrated depth of treatment of the topic selected
* differentiated in purpose, context and audience for the written and oral tasks
* were based on topics that could be explored in-depth and allowed for research using a range of sources
* analysed the researched information and personalised their response.

The less successful responses commonly:

* presented a recount of information rather than a reflection on their learning
* demonstrated a recount of information in their oral presentation rather than reflecting on their learning from the entire research process
* presented many errors in syntax and grammar both in the oral presentation and the written task
* demonstrated poor vocabulary use

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 and fluency
* 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 coherently 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 fully identify the purpose of the announcement.

The less successful responses commonly:

* were only able to identify that there will be a casual day on Friday (just over 50% of students)
* were unable to identify that a gold coin donation was required
* were unable to identify that the money raised was to assist the farmers of Australia who have been affected by the drought.

Text 2

The more successful responses commonly:

* displayed comprehensive understanding of the all the reasons why Alexi’s mother is concerned
* supported their responses with comprehensive evidence from the text with reference to Alexi’s schooling as well as his personal/home responsibilities
* were able to comprehensively explain how Alexi justified his actions with evidence from the text.

The less successful responses commonly:

* were only able to identify that Alexi was doing well at school and was on top of his subjects
* were unable to identify the fact that Alexi needed good grades to get into Medicine
* were unable to identify that his mother was concerned about his lack of responsibility to his own well being
* were unable to identify that he was neglecting his chores at home
* were only able to identify one reason how Alexi justifies his actions.

Text 3

The more successful responses commonly:

* were able to fully identify all instructions given in the text
* were able to identify the use of persuasive language and supported their response with evidence of such language from the text
* Correctly identified the meaning of ‘η κλιματική αλλαγή ήδη άρχισε’ in the context of the text and supported their response with evidence from the text

The less successful responses commonly:

* were unable to identify the flyers
* incorrectly identified comfortable shoes as ‘open’ shoes
* were unable to identify the use of ‘persuasive’ language to convince Eugenia to take part in the demonstration
* were unable to correctly identify the meaning of ‘η κλιματική αλλαγή ήδη άρχισε’ in the context of the text and simply translated the phrase.

Text 4

The more successful responses commonly:

* comprehensively identified all the information that Mrs Mantakis was seeking
* were able to give a comprehensive answer with evidence from the text to support their impression of Mr Markou

The less successful responses commonly:

* were unable to identify all the information that Mrs Mantakis was seeking
* were only able to give one impression of Mr Markou, generally that he was helpful
* most students were unable to identify the use of ‘formal register’ to support that Mr Markou was polite.

Text 5

The more successful responses commonly:

* were able to correctly identify the purpose of the event
* were able to identify four ways in which the two young people would contribute to the success of the event
* correctly identified what Niki warned Thomas about.

The less successful responses commonly:

* confused the farewell party as a welcoming party
* identified two ways in which the two young people would contribute to the success of the event
* summarized the entire text and included the answer in it.

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 how Plato knew Socrates
* were able to comprehensively identify how the author uses language to convey their feelings about Socrates
* were able to identify and provide comprehensive justification of the key lessons Socrates taught people through the Greek saying ‘να κάνουμε τον εαυτόν μας καλύτερο’.

The less successful responses commonly:

* were unable to comprehensively identify how the author uses language to convey their feelings about Socrates
* were unable to identify that Socrates taught us ‘to improve ourselves’ by using proverbs like ‘there is only one good, knowledge, and one evil, ignorance’
* were unable to justify the key lessons that Socrates taught people through the Greek saying ‘να κάνουμε τον εαυτόν μας καλύτερο’.

Text 7

The more successful responses commonly:

* were able to provide comprehensive explanation of why the great-grandmother is so excited when she sees Zoe
* were able to clearly identify diminutive language such as Ζωίτσα, εγγονούλα, κοριτσάκι and γιαγιάκα to justify how the two characters show affection for each other
* were able to provide a comprehensive and perceptive explanation of the meaning of the phrases and their context within the text.

The less successful responses commonly:

* were unable to identify two pieces of relevant information as to why the great-grandmother is so excited when she sees Zoe
* were unable to clearly identify diminutive language
* gave a translation of the phrases but were unable to provide a comprehensive explanation of the meaning of the phrases in the context of the text.

Section 2: Reading and Responding, Part B

The more successful responses commonly:

* adhered to the text type conventions that the question required
* organised their ideas logically and information was well structured using paragraphing as appropriate
* had well-articulated ideas and opinions on the lives of athletes/famous people
* developed and supported their opinions to demonstrate depth of content
* used a range of connectives, expression and vocabulary.

The less successful responses commonly:

* were unable to adhere to the text type conventions and their writing lacked some structure and paragraphing
* provided superficial ideas which lacked detail and depth of treatment
* paraphrased information from the stimulus text, without giving an opinion on the topic or elaborating on their own ideas and views
* 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
* wrote well below the required word count.

Section 3: Writing in Modern Greek

Three questions, Questions 9, 10 and 11, of varying nature were available for the students to choose from. This section allowed students to express themselves effectively with a good degree of success. The questions gave students the opportunity to better construct a piece of writing with the information they were given. Some pieces were more sophisticated than others and the more capable students were able to use advanced vocabulary to add detail to their responses.

Most students chose Question 10 and were able to manage the requirements of the task quite well, adhering competently to the conventions of the text type. For those students who were not as successful, the reason was mainly due to not reaching the required word length or not addressing the task from the beginning of their response. Content was very good in the majority of the papers and relevant to the task; many responses showed in-depth treatment of ideas, good detail, and stated the purpose of the email clearly.

The next popular question was Question 9 with many students achieving high results.

A few students chose Question 11. The students choosing this question were able to cover the required points and write in an evaluative and persuasive manner, adhering effectively to the required text type. These students were the more successful students and appeared to be native speakers.

All students could cope with the written task chosen and could write extended prose. They could also mostly produce the required text type and structure the response appropriately, adhering successfully to the conventions of the particular text type. Only a few students produced responses that were well below the required word length.

In general, ideas conveyed were very good and engaged the reader although the less successful students tended to write repetitive and irrelevant details at times. These students presented problems with expression and sentence structure as well as verbs and tenses. Although errors existed, meaning was not impaired and message could be understood.

The more successful students were able to organise their information logically and in a sequential manner; were original and able to use authentic vocabulary; displayed cultural appropriateness.