2020 Modern Greek (continuers) Subject Assessment Advice

Overview

Subject assessment advice, based on the 2020 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 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 a basic range of vocabulary and cohesive devices
* had difficulty maintaining a conversation and required much intervention from the teacher in the interaction
* presented a very slow flowing conversation which lacked interest
* presented many errors in syntax and grammar
* recounted details from the text without addressing all the components of the question (in the text analysis tasks)
* had difficulty analysing linguistic and stylistic features of the text
* lacked depth and used very basic vocabulary (in the text production tasks)
* did not apply appropriate conventions 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 planning and 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 from the entire research process
* demonstrated a recount of information in their oral presentation rather than an authentic oral presentation
* read entirely off cue cards and therefore expression was not appropriate to the social context of the task
* 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 2: Conversation

The more successful students commonly:

* demonstrated high level language skills and were able to sustain the conversation with a good degree of accuracy
* were well prepared for their conversation, were thorough and fluent and elaborated on details
* used a wide range of vocabulary, complex linguistic structures, connectives and idioms
* 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.

The less successful students commonly:

* used very simplistic language
* understood the questions but gave standard responses
* generally had brief responses and were unable to elaborate further
* displayed weaknesses in grammar including plurals, articles to nouns and adjectives, incorrect tenses and disagreements
* had difficulty conveying information due to limited language skills
* often required clarification of the question
* used a limited range of connective devices.

Section 2: Discussion

A wide range of topics were chosen by students this year including:

* Famous Greeks – especially musicians
* Music styles – Rebetika
* Topics of a religious nature – Saint Sophia, Byzantium
* Athens
* Greek Islands (Ikaria, Rhodes, Kalymnos)
* Olympic Games
* The Parthenon Marbles and Lord Elgin
* The Greeks of Asia Minor and Constantinople
* Mixed marriages.

The more successful students commonly:

* demonstrated thorough research and gave information which was relevant and detailed
* were well prepared and had wisely chosen topics
* showed a genuine interest and 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 outline sheet did not 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.

Generally, students were able to interact and maintain a discussion however, those students who had conducted a broad in-depth study faced difficulties when asked to elaborate on ideas.

The less successful students 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
* 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
* had difficulty in presenting information sequentially with far too much repetition
* Provided dot points that did not correlate with the information provided.

Comments

Generally, students performed better in the Conversation part of the examination than in the Discussion of the in-depth study. Some work is required in the future, so that all schools follow the guidelines as specified in the subject outline.

Regarding the In-Depth Study, most students were not able to provide substantial evidence for their topic. This needs to be addressed more from a teaching perspective.

More attention needs to be given to the dot points students provide and students should be told that they will be required to discuss these in detail.

Students need to be given the opportunity to choose and plan their own in-depth study. All students doing the same in-depth study is not recommended. Students perform better having chosen a topic that interests them.

The reflection is one area that we as teachers may need to revisit as it posed some difficulties with this cohort of students. Students focussed on content, recounting learning experiences rather than critically reflecting on their own learning. Teachers could support students by modelling phrases for this section and practising appropriate responses with their students.

Written Examination

Section 1: Listening and Responding

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

Text 1

The more successful responses commonly:

* fully identified the purpose of the announcement supported by examples of exercise.

The less successful responses commonly:

* were able to provide some information but lacked supporting details.

Text 2

The more successful responses commonly:

* displayed comprehensive understanding regarding the purpose of the name of the association using examples from the text.

The less successful responses commonly:

* were unable to explain how the name of the association reflects its purpose.
* Did not support provide supporting evidence form the text

Text 3

The more successful responses commonly:

* were able to correctly identify three reasons why this announcement could convince the listeners to attend the event. Reasons include this was a family friendly event with a wide variety of acts; the rave reviews from the performances overseas; the free tickets available for the event; the use of inviting language.

The less successful responses commonly:

* Did not provide substantial supporting evidence of what would attract people to this event.

Text 4

The more successful responses commonly:

* correctly identified the reason Ilias wants to organise Eleni’s present as soon as possible
* fully identified the advantages and disadvantages of online shopping according to the two speakers.

The less successful responses commonly:

* identified either an advantage/the advantages or disadvantage/disadvantages but not both.

Text 5

The more successful responses commonly:

* correctly identified the reasons why Marina is concerned
* gave a detailed and substantiated description of Kosta
* provided two pieces of advice given by Kosta to Marina.

The less successful responses commonly:

* were unable to comprehensively describe Kosta’s character with substantiated evidence from the text
* provided one piece of advice given by Kosta to Marina.

Section 2: Reading and Responding, Part A

This comprised two texts on a common theme with differing contexts and text types.

Text 6

The more successful responses commonly:

* correctly identified what is being celebrated and why
* correctly identified three events that led to the construction of the new museum
* demonstrated a comprehensive understanding of Melina’s character based on her statement before she died.

The less successful responses commonly:

* identified what is being celebrated but not why
* Identified one or two events that led to the construction of the new museum
* demonstrated some understanding of Melina’s character based on her statement before she died.

Text 7

The more successful responses commonly:

* provided comprehensive justification as to the early influences on Melina’s life
* provided a detailed comparison of the linguistic features of Text 6 and Text 7
* displayed comprehensive understanding of Melina’s character as identified in the two texts.

The less successful responses commonly:

* were only able to identify Melina’s grandfather as the early influence on her life
* incorrectly identified text 7 as a formal text or text 6 as an informal text
* displayed some understanding of Melina’s character as identified in the two texts.

Section 2: Reading and Responding, Part B

Question 8 — Write the text of your speech

The more successful responses commonly:

* adhered to the text type conventions of a speech
* presented ideas that were organised logically, with information well-structured using paragraphing as appropriate
* engaged the audience with an interesting text
* used a very persuasive style to engage the audience
* reflected well on both the positives and negatives of the camp
* developed and supported opinions
* conveyed information with a wide range of vocabulary, clear and accurate sentence structure, and grammar
* used a range of connectives and appropriate expression.

The less successful responses commonly:

* did not adhere to the text type conventions and lacked some structure and paragraphing
* had difficulties in expressing or elaborating on ideas and opinions
* focussed on the positives of the camp experience but omitted the negatives/difficulties
* omitted the persuasive element of convincing others to take part in the camp
* paraphrased information from the stimulus text, without elaborating on own ideas and views
* had linguistic errors, such as, incorrect cases, incorrect tense, disagreement of articles and nouns, disagreement of adjectives and nouns, incorrect verb endings, incorrect letter use e.g., πσ instead of ψ
* presented grammatical errors such as: όλα τα µαθητές as well as difficulties using the accusative -µε τα µαθητες, µε τα φιλος µου, πισω στα χωρούς, είχα οι φίλοι µου εκεί
* presented grammatical errors such as: Στις διακοπές της Απρίλης, θαγητό instead of φαγητό, πολλές δέντρες, επιπλέωντας instead of επιπλέον, αποφασίστηκα instead of αποφάσισα
* wrote sentences using word order from the English language
* demonstrated limited vocabulary with poor expression and many spelling errors
* wrote in the wrong tense, giving details of an up-and-coming event rather than reflecting on the event that took place
* 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 students to choose from providing them with choice of text type and theme. This section allowed students to express themselves effectively with a good degree of success.

Question 11 was the most popular question – *Every family has its own customs and traditions. Write a diary entry reflecting on the family traditions that you enjoy and would like to pass on to the next generation.*

Most students who chose this question were able to manage the requirements of this task very well, adhering competently to the conventions of the text type.

The more successful responses commonly:

* included content that was relevant to the task and was original and engaging
* demonstrated in-depth treatment of ideas and excellent detail
* were mindful of the audience, context, and purpose
* covered all the required points, including why the family traditions should be continued into the next generation.

The less successful responses commonly:

* did not provide enough detail of depth of treatment
* did not address the requirements of the task.

The next most popular question was Question 9 – *You recently participated in the organisation of a Multicultural Day at your school. Your role was to organise an event to celebrate Greek culture. Write a report for the school newsletter, explaining the event that you organised, evaluating whether it was successful, and showing what you could do to improve such an event in the future.*

Only a few students who attempted this question achieved a high score.

The more successful responses commonly:

* wrote in a report format
* used descriptive and evaluative language.

The less successful responses commonly:

* did not provide enough detail of depth of treatment
* did not address the requirements of the task.

A few students chose Question 10 – *You have been asked to write an article for the school yearbook on the theme: ‘What are the four most important challenges facing young people today?’ Write the article expressing your opinions.*

Most students who chose this question could cope with the requirements of the task and write in extended prose.

The more successful responses commonly:

* covered the required points
* wrote in a descriptive, evaluation and persuasive manner
* adhered to the text type conventions of an article
* engaged the reader with interesting, original ideas
* organised information logically and coherently
* used authentic vocabulary
* displayed cultural appropriateness.

The less successful responses commonly:

* did not provide enough detail of depth of treatment
* included repetitive and irrelevant details
* had errors with expression and sentence structure as well as verbs and tenses

General observation for all questions: Some of the students included their full name in their written piece.