# 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 more successful responses commonly:

* 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 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
* applied the appropriate features of the text type.

The less successful responses commonly:

* were based solely on the Oral Examination Conversation sample questions
* recounted details from the text without addressing all the components of the question, in text analysis tasks
* 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:

* 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
* met the required word limit
* were well written and showed evidence of the drafting process
* addressed defined topic or question so that the purpose, context and audience of both the written and oral tasks were 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
* needed to fully use the available time/word limits
* 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.

External component

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
* 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.

Section 2: Discussion

The more successful responses commonly:

* were well prepared and chose their topic wisely
* demonstrated depth of knowledge of their topic
* were spontaneous, 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 commonly:

* 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
* lacked the use of specialised terminology.

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 successfully describe two precautionary measures.

The less successful responses commonly:

* paraphrased the entire text
* gave one precautionary measure.

Text 2

The more successful responses commonly:

* correctly Identified the reasons why Dimitri was interested in taking a gap year
* provided comprehensive understanding of 3 ways the mother tried to convince her son against taking a gap year.

The less successful responses commonly:

* provided a partial understanding of Dimitri’s interest
* omitted the point about a university student visiting and talking about the benefits of a gap year
* provided limited understanding of why the mother was trying to convince her son against taking a gap year.

Text 3

The more successful responses commonly:

* identified the 2 instructions required of them – group photo in the foyer on the night and emailing Mrs Despina if vegetarian or have allergies.

The less successful responses commonly:

* confused hotel foyer for Gym
* mistook the time – incorrect time for meeting given
* did not pick up on the reasons they had to email the teacher (understood allergies but not vegetarian)
* only identified one instruction or incorrect instruction.

Text 4

The more successful responses commonly:

* comprehensively described the main features of the job being advertised
* were able to comprehensively describe Aleko’s character with supporting evidence from the text.

The less successful responses commonly:

* were only able to partially describe the main features of the text
* mistook vital information – eg age group and coaching times and training days
* described Aleko with little or no evidence from the text
* paraphrased the text.

Text 5

The more successful responses commonly:

* comprehensively described two significant reasons for the decline in marine life based on the text
* comprehensively described how the speaker conveyed her affection for dolphins and provided good supporting evidence from the text.

The less successful responses commonly:

* provided only one reason for the decline in numbers of marine life
* provided their own reasons (prior knowledge) without reference or based on the text
* partially described how the speaker conveyed her affection and provided little supporting evidence
* attempted to describe how the speaker conveyed her affection but provided no evidence from the text.

Section 2: Reading and Responding, Part A

This comprised of two completely differing texts.

Text 6

The more successful responses commonly:

* correctly identified why Hipatia was considered famous – first woman philosopher, mathematician and astronomer
* clearly described the key reason as to how Hypatia was able to achieve her education – supported by her father (also a mathematician) to study philosophy in Athens and Italy
* clearly described four ways in which Hypatia made use of her education – teaching, discussing, designing scientific instruments, writing.

The less successful responses commonly:

* identified only one point and some mistook astronomer for astronaut
* needed to mention that she had the support of her father, but only mentioned her travels to Athens and Italy
* needed to identify the 4 ways she made use of her education
* needed to identify that she designed instruments especially the astrolabe
* needed to identify her writings on mathematics.

Text 7

The more successful responses commonly:

* were able to comprehensively describe Katie with good support from the text – trend follower, rebellious, who has need to express herself, determined to do what she wants, inconsiderate of others, immature, not considered long term effects of tattoos
* comprehensively compared the opinions of Katie and Marina
* comprehensively explained the meaning of «σκληρό καρύδι» when Katie referred to her grandmother – “tough cookie” – her grandmother is tougher than Marina thinks and will cope with Katie’s decision to get tattoo

The less successful responses commonly:

* provided simple impression with little or no evidence from the text. – were not able to identify that she was inconsiderate or very determined
* provided partial comparison of the opinions of Katie and Marina
* needed to identify the idiom and simply used dictionary which gave entirely different meaning – “hard nut” and interpreted grandmother being a hard nut to crack and would not accept tattoo.

Section 2: Reading and Responding, Part B

The more successful responses commonly:

* used appropriate formal register and were familiar with the conventions of a letter to the editor
* addressed the issues raised in the letter in a very comprehensive manner
* organised their ideas logically and information was well structured using paragraphing as appropriate
* had original ideas and expressed their views strongly
* developed and justified their opinions to demonstrate depth of content
* used idioms and humour effectively
* 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
* used the singular register which demonstrated a lack of understanding of cultural practices
* provided superficial ideas and provided limited information
* paraphrased information from the stimulus text
* whilst agreeing/disagreeing, needed to elaborate or justify their opinion
* were repetitive in their writing
* had linguistic errors, such as, use of incorrect cases
* demonstrated limited vocabulary.

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. No students attempted question 9.

Question 10

*The more successful responses commonly:*

* structured the responses appropriately and organised their information in a logical and sequential manner
* 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
* contained content that was relevant to the task
* showed in-depth treatment of ideas, good detail, were entertaining and a sense of adventure was evident.

*The less successful responses commonly:*

* wrote more of a recount style rather than a narrative and as a result, responses reflected a weak sense of adventure
* contained superficial content
* wrote a response well below the required word length.

Question 11

*The more successful responses commonly:*

* wrote to context, audience and purpose of the text
* were well written, coherent, relevant and the content descriptive and in depth
* were structured well and logical in sequence.

*The less successful responses commonly:*

* lacked depth with a lot of irrelevant detail centring on what they did in their own city
* were repetitive and displayed problems with expression and sentence structure as well as verbs and tense
* wrote a response well below the required word length.