2021 Modern Greek Continuers Subject Assessment Advice

Overview

Subject assessment advice, based on the 2021 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

Text Production

The more successful responses commonly:

* used an extensive range of linguistic structures and features with appropriate detail to express their ideas
* were able to express their ideas and opinions using mostly correct grammar conventions with a good range of 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.

Text Analysis

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.

The less successful responses commonly:

* were able to identify one or two key idea 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 with evidence from the text

Interactive Conversation

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
* 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 errors
* repeatedly asked for clarification/repetition and were able to self-correct.

General comments or observations

The Performance Standards of the individual tasks as marked by the teacher did not always correlate with the final overall Performance Standards as indicated on the Schools On-line Moderation site.

Assessment Type 2: 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 good detail
* used a wide variety of resources and documented these well
* spoke fluently when presenting their In-depth oral presentation with little hesitation
* 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
* when reflecting on their leaning in English they 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.

The less successful responses commonly:

* chose topics which limited their research scope
* displayed limited resources
* drew conclusions without justifying these with evidence from research
* lacked depth in the presentation of their ideas both the written and the oral
* relied heavily on cue cards for their oral presentation
* presented their information using simple sentences with one or two ideas
* displayed some reflection on their learning but mostly recounted their research journey rather than drawing conclusions.

General comments or observations

The Performance Standards of the individual tasks as marked by the teacher did not always correlate with the final overall Performance Standards as indicated on the Schools On-line Moderation site.

External Assessment

Assessment Type 3: 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 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 on 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 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 basic range of connective devices.

Section 2: Discussion

A wide range of topics were chosen by students including:

* Famous Greeks: musicians, historical figures, sports personalities.
* Diets: Mediterranean and Vegetarian.
* Culture specific issues: Greek dances, Greek costumes.
* Youth Issues.
* Addictions to social media.
* The Ancient World: Theatre, Dance.
* Religion.

The more successful responses commonly:

* demonstrated research was thorough 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, several students were not part of a class setting (self-taught) and had not conducted the oral part of the In-depth. Laptops should not be brought into the oral exam as support material.

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 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

The fact that the dot points on the cover sheet for the In-depth Study were written in English caused some confusion for students at times. When the examiners translated these key points in their questioning of the students it was clear that students were unfamiliar with some vocabulary used by the examiners. The dot points should also be written in Greek so that examiners use familiar language to help the students draw clear links to their chosen points for 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
* identified the arrangements for comfort or safety of the passengers.

The less successful responses commonly:

* provided irrelevant information regarding safety issues
* used their own experiences while travelling on planes.

Text 2

The more successful responses commonly:

* were able to correctly show how Anna persuaded Yiannis to join the soccer team
* used supporting evidence from the text giving three reasons as required
* provided a comprehensive description of Anna supported by the text.

The less successful responses commonly:

* could only identify one reason as to how Anna persuaded Yiannis to join the soccer team
* provided a partial description of Anna
* used descriptors for Anna but did not support their answer with evidence from the text.

Reading and Responding, Part A

Question 3

The more successful responses commonly:

* were able to correctly identify the reason which made this year’s national day special
* were able to justify comprehensively what thoughts and actions kept the flame of Greek national identity alive
* were able to display comprehensive understanding of how the writer conveyed emotions through linguistic/stylistic devices with appropriate evidence from the text
* were able to fully explain the significance of the phrase «καλύτερα μιας ώρας ελεύθερη ζωή, παρά 40 χρόνια σκλαβιά και φυλακή» in relation to the text.

The less successful responses commonly:

* were not able to correctly identify the reason why this year’s national day was special, many saying that it was celebrating 200 years of independence
* provided partial understanding of how Greek national identity was kept alive – many only mentioned thoughts, omitting to mention the acts that kept the flame alive
* could only provide limited examples from the text to support how the writer conveyed his/her emotions with linguistic/stylistic devices in the article
* were literal translations of the phrase without reference to the text itself.

Reading and Responding, Part B

Text 4

Write a suitable reply to the email.

The more successful responses commonly:

* adhered to the text type conventions of an email
* conveyed the appropriate detail, ideas and information in response to stimulus text responding to every question
* conveyed information with a wide range of vocabulary, clear and accurate sentence structure and grammar
* used appropriate connectives, syntax and expression
* presented ideas that were organised logically
* content was detailed and varied, and students were able to contribute their thoughts very effectively and clearly on the role of plastics and their effect on the environment.

The less successful responses commonly:

* did not adhere to the appropriate text type
* contained many syntactical and grammatical errors that impeded meaning
* paraphrased language from the stimulus text
* were not able to elaborate on ideas or respond to the questions of the stimulus text
* confused «τα καφέ» with coffee instead of cafeterias and went off topic writing about coffee
* simplistic and limited ideas and information, with the bulk of the email focussing on plastic straws
* linguistic errors and grammatical errors, incorrect cases, disagreement of articles and nouns, disagreement of adjectives and nouns and incorrect verb endings (e.g. στους σπίτους τους, ένα καλό ιδέα, μπορείτε να κάνεσε, έχουμε απαγορεύσουμε, ο καθένας μπορείται).

Writing in Modern Greek

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

Option 1 – Write an article for your school’s magazine with the title: “Not just yiros and moussaka: the Greek Mediterranean diet and its benefits for our health”

This was the second most popular choice of topics.

The more successful responses commonly:

* were able to write an article format and used a range of complex linguistic structures and features
* engaged the audience with interesting and original ideas
* were able to distinguish the benefits of the Mediterranean diet and wrote freely and persuasively
* demonstrated in-depth treatment of ideas and detail.

The less successful responses commonly:

* did not adhere to the appropriate text type
* did not address the requirements of the task
* were very simplistic in the ideas, focussing on favourite foods of Greek cuisine
* displayed frequent errors in vocabulary and sentence structures.

Option 2 – Write an entry in your diary reflecting on a week of holidays without internet, mobile phone, or computer. What did you learn from this technology-free experience.

This was the most popular choice of topics.

The more successful responses commonly:

* adhered competently to the conventions of the required text type
* content 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
* covered all the required points including what they learnt from the technology-free experience
* used extensive range of complex linguistic structures and features.

The less successful responses commonly:

* lacked depth of treatment
* did not address all the requirements of the task – focussed on mobile phones only, and failed to address what they learnt from the week-long experience
* used mostly repetitious and simplistic vocabulary
* demonstrated weaknesses in logical sequencing of information.

Option 3 – Write a letter to the young achiever award panel recommending an athlete or an artist that you admire. Include the reasons why you look up to his person and why they are worthy of the award.

Very few students chose this topic.

The more successful responses commonly:

* were able to write a formal letter
* wrote in a descriptive, evaluative and persuasive manner
* engaged the reader with original and interesting ideas
* used 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
* failed to address all the requirements of the task, especially why this person was worth of the award
* mostly repetitive and simplistic vocabulary
* failed to meet required word length.