



Government of **Western Australia**
School Curriculum and Standards Authority

MODERN GREEK (WACE VERSION)

ATAR course

Year 11 and Year 12 syllabus

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Important information

This syllabus is effective from 1 January 2025.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

Acknowledgement

This WACE version of the syllabus for Modern Greek (continuers) has been adapted by the School Curriculum and Standards Authority of Western Australia from the South Australian Modern Greek (continuers) subject outline, which was developed and published by the SACE Board of South Australia, 60 Greenhill Road, Wayville SA 5034 © SACE Board of South Australia 2010.

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Introduction

The School Curriculum and Standards Authority (the Authority) accesses the Modern Greek ATAR syllabus and external examination from South Australia. The syllabus content is the equivalent of two years of study, one typically at Year 11 and the other typically at Year 12. Each year of this course is equivalent to two units for the Western Australian Certificate of Education (WACE) requirements. The notional time for the pair of units is 110 class contact hours.

Delivery requirements

There are two models of delivery for this course. These two models are:

- delivery by a community organisation/school
 - Mode 1: community organisation prepares students to sit the external examination for the course as non-school candidates
 - Mode 2: community organisation delivers the course and students are enrolled in the course through one or more main schools or a single mentor school
- delivery by a registered school.

The *Guidelines for course delivery and assessment of student achievement* provide information about these models. This information can be accessed on the Interstate Languages page at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages/interstate-languages>.

Target group

This syllabus is designed for students who, typically, will have studied Modern Greek for 400 to 500 hours by the time they have completed Year 12. Students with less formal experience will also be able to meet the requirements of the syllabus successfully.

The Modern Greek language

The language to be studied and assessed is the standard version of Modern Greek – the demotic form of the written and spoken language. Students will be required to use both formal and informal registers, current language incorporating spelling reforms, and the monotonic system of accentuation. The Greek alphabet is the only script to be used in the written form.

Non-standard regional varieties, even dialect variations, may be acceptable in the appropriate context and to the extent that they do not impede students' ability to communicate effectively in standard Modern Greek.

Anglicisms and non-standard linguistic transfers from English in vocabulary, expressions and word order are not acceptable. However, words and expressions that have been officially incorporated and adapted into the language are acceptable.

The correct use of recognised non-binary pronouns is acceptable in examination and school assessment responses.

Rationale

The study of a language other than English contributes to the overall education of students, most particularly in communication, but also in cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Modern Greek develops students' ability to understand and use a language which has both economic and political significance and which is associated with major intellectual, artistic and scientific achievements. The influence of Modern Greek goes far beyond the confines of modern Greece. Modern Greek is spoken by a great number of Australians from various Greek-speaking backgrounds and the first language of the people of Greece and Cyprus.

The ability to communicate in Modern Greek, in conjunction with other skills, may provide opportunities for employment in the fields of translation, interpretation, banking and social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts and education.

The place of the Modern Greek language and culture in Australia and the world

Modern Greek is the official language of Greece and Cyprus. It is spoken throughout the world wherever there are Greek-speaking communities. One of the major characteristics of the extensive Greek diaspora is the maintenance of the Greek language and culture, especially in Australia, the United States, Canada, Britain, Germany, countries of Latin America and Africa, and areas around the Black Sea, the Balkans, the Mediterranean and the Middle East. Modern Greek is also one of the official languages of the European Union.

The Hellenic civilisation and language have significantly shaped Western civilisation, particularly in the areas of science, the arts, architecture, medicine, mathematics, literature, politics and philosophy. Modern literature and thought in particular have been influenced by the works of Homer and the ancient Greek playwrights, philosophers and historians. The Greek language gives expression to a rich and varied culture and tradition and is still used widely in many fields to coin new terms. The study of the etymology of English words with Greek origins helps in not only the understanding of English and other languages but also a broad range of other areas of study.

The first Greek people who came to Australia arrived in the 1820s and since then there have been waves of Greek migration to Australia, in particular throughout the early 1900s and prior to World War II. The largest periods of mass migration occurred between the 1950s and 1970s. The migrants' need to maintain Greek identity through language, culture and religion contributed towards the Greek language flourishing in the home and in the delivery of Greek in after-hours school settings.

Historically, Greek speakers have made, and continue to make, a significant contribution to the development and enrichment of Australian society, not only in the areas of commerce, agriculture, industry, trade, education, the arts, medicine, law, politics, government and scientific research, but also in culture and lifestyle.

The nature of Modern Greek language learning

The modern standard version of Modern Greek (*Neoelliniki*: Νεοελληνική) is the demotic form of the written and spoken language and is the official language taught worldwide. It is an alphabetic (non-Roman) language, with 24 letters, and has remained relatively unchanged since ancient times. Modern Greek is a phonetic language, with a simple form of accentuation and highly structured grammar and syntax. Although many English words are derived from Greek, the language structure is very different. There are, for example, marked differences in the use of articles, gender agreement for adjectives and nouns, verb conjugations, declensions of nouns and variations in word order. These distinctive features influence how Modern Greek is taught in the classroom. They will be seen through the key text types and processes chosen as a vehicle to develop learners' understanding of them and in the context for interactions through which learners will develop the skills for their sustained use.

Course outcomes

The Modern Greek ATAR course is designed to facilitate achievement of the outcomes listed below, which represent the knowledge, skills and understanding that students will achieve by the end of this course.

Outcome 1 – Listening and responding

Students listen and respond to a range of texts in Modern Greek.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

Outcome 2 – Spoken interaction

Students communicate in Modern Greek through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts in Modern Greek.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

Outcome 4 – Writing

Students write a variety of texts in Modern Greek.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.

Organisation of content

Unless specified, the following content is relevant to both Year 11 and Year 12. While it is expected that over Year 11 and Year 12 students will cover all of the required content, the exact sequencing and timing of delivery is a school decision.

Course outline

The teacher determines the sequence in which the syllabus content will be taught and the timing of delivery. The school must provide this information to the students, before teaching begins, in the form of a course outline.

The format for a course outline is a school decision, but each outline must indicate:

- the **timing** of delivery
- the **sequence** in which all the syllabus content will be delivered.

Information about the assessment tasks can be provided but is not essential because it is included in the assessment outline. It is the expectation of the Authority that teachers will develop documents customised to reflect their school's context and the needs of the student cohort. It is also expected that the treatment of the content and the outcomes expected of students will increase in cognitive complexity from Year 11 to Year 12.

Themes, topics and sub-topics

The course content is organised into three prescribed themes:

- The individual
- Modern Greek-speaking communities
- The changing world.

The themes have a number of prescribed topics and suggested sub-topics as shown in the table below. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics and provide guidance to students and teachers on how the topics may be treated.

During Year 12, students are required to undertake one in-depth study. The in-depth study should be based on a sub-topic related to one or more of the prescribed topics. For details about the in-depth study, see pages 12–13.

Themes	Prescribed topics	Suggested sub-topics
<p>The individual</p> <p>This theme enables students to explore aspects of their personal world; for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. The theme also enables students to study topics from the perspective of other people.</p>	Personal identity	Personal profile, neighbourhood, hobbies and pastimes
	Relationships	Friends and peers, family, school life
	School experience	Subjects, aspirations
<p>Modern Greek-speaking communities</p> <p>This theme explores topics from the perspective of diverse individuals and groups within those communities or the communities as a whole, and encourages students to reflect on their own attitudes, beliefs and values, and develop an understanding of how culture and identity are expressed through language.</p>	Lifestyles	Travel, cultural interests, sport, Greek cuisine
	Special traditions	Festivals, celebrations, national days or religious days
	Contemporary people and events	Literary figures, popular entertainers, sporting heroes or events
	The legacy of Greece	The Olympic Games, science, music, art, the migrant experience
<p>The changing world</p> <p>This theme enables students to explore change, as it affects the world of work and other topics.</p>	Youth issues	Entertainment, drugs and alcohol, the disadvantaged
	The world of work	Occupations or pathways, careers, unemployment
	Environmental issues	Global warming, pollution, world conflict

Text types

In their teaching, learning and assessment programs, teachers should introduce students to a wide range of text types. Text types for receptive use in teaching, learning or assessment are not prescribed.

Students will be expected to be familiar with the text types listed below. Text types with an asterisk* are those that students may be expected to produce in the external examination. Text types with two asterisks** are those that students will be required only to fill in. Teachers may introduce students to a wider range of text types during the teaching of the course.

- advertisement
- article*
- conversation or dialogue*
- diary or journal entry*
- discussion (spoken, written or online)*
- form**
- interview*
- invitation*
- letter*
- list**
- map, plan, chart or table**
- note, message, email or blog*
- notice
- personal profile or curriculum vitae**
- postcard*
- report*
- review*
- script of a speech or talk*
- story or narrative*
- survey or questionnaire**
- timetable**

Kinds of writing

Students should be familiar with and able to produce the following kinds of writing: descriptive, evaluative, imaginative, informative, narrative, personal or persuasive.

Vocabulary

Although there is no prescribed vocabulary list, students should be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the syllabus.

Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will help students to develop the necessary skills and confidence to use dictionaries effectively. Students are allowed to use monolingual and/or bilingual printed dictionaries in the external **written** ATAR examination. Students are **not** permitted to use a dictionary for the external **oral** ATAR examination.

Grammar

Grammar can be described as the organisation and relationship of all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches to its teaching and learning. The categories used in this section are not intended to promote or favour any particular theory of grammar or methodology.

Students will already have a reasonable understanding of the function of grammar in Modern Greek through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Modern Greek are expected to recognise and use the grammatical items listed on the following pages. These grammatical items apply to both Year 11 and Year 12. While it is expected that students will cover all of these items, the exact sequencing and timing of delivery is a teacher decision. This list is not exhaustive.

Verbs

- Auxiliary — είμαι, έχω
- Regular verbs (active and passive)
 - Tense
 - Present, e.g. λύνω, διαβάζω, λύνομαι
 - Past simple, e.g. έλυσα, διάβασα
 - Past continuous, e.g. έλυνα, διάβαζα
 - Present perfect, e.g. έχω λύσει, έχω διαβάσει
 - Past perfect, e.g. είχα λύσει, είχα διαβάσει
 - Future simple, e.g. θα λύσω, θα διαβάσω
 - Future continuous, e.g. θα λύνω, θα διαβάζω
 - Conditional, e.g. θα έλυνα, θα διάβαζα
 - Mood
 - Subjunctive, e.g. να λύνω, να διαβάσω
 - Imperative, e.g. λύνε, διαβάστε
 - Participle, e.g. λύνοντας, διαβάζοντας
- Irregular verbs, e.g. πηγαίνω, βγαίνω
- Impersonal verbs, e.g. πρέπει, μπορεί
- The verb μου αρέσει
- Negation, e.g. δεν θέλω, δεν θα πάω

Articles

- Definite, e.g. ο, η, το
- Indefinite, e.g. ένας, μία, ένα

Nouns

- Regular nouns
 - Masculine, e.g. ο πίνακας, ο μαθητής, ο δρόμος
 - Feminine, e.g. η φίλη, η θάλασσα
 - Neuter, e.g. το πρόβατο, το νησί, το μάθημα
 - Singular or plural, e.g. ο μαθητής – οι μαθητές, το νησί – τα νησιά
- Case
 - Nominative, e.g. ο νικητής
 - Genitive, e.g. της μαθήτριας
 - Accusative, e.g. τον πίνακα
 - Vocative, e.g. δάσκαλε
 - Article agreement, e.g. των μολυβιών, τις χώρες
- Imparissyllabic nouns, e.g. ο παππούς – οι παππούδες, η γιαγιά – οι γιαγιάδες
- Scholarly nouns, e.g. ο συγγραφέας, η πόλη, το μέλλον
- Indeclinable nouns, e.g. το ρεκόρ, το τράμ

Adjectives

- Regular, e.g. καλός, καλή, καλό / νέος, νέα, νέο
- Irregular, e.g. πολύς, πολλή, πολύ
- Agreement and position, e.g. ο όμορφος κήπος
- Comparative and superlative, e.g. ψηλός, πιο ψηλός/ψηλότερος, ο πιο ψηλός/ψηλότατος

Pronouns

- Demonstrative, e.g. αυτός, τέτοιος, εκείνος
- Interrogative, e.g. ποιος, πού, πώς
- Reflexive, e.g. τον εαυτό μου
- Relative, e.g. που, πως
- Indefinite/definite, e.g. κανένας, κάποιος, όποιος
- Distributive, e.g. καθένας
- Personal — strong and weak forms, e.g. εγώ ... εμείς (strong), εμένα ... εμάς (weak)
- Possessive, e.g. μου ... μας

Prepositions

- Simple and compound types, e.g. με, σε, για, από
- Use with nouns, e.g. με τον Κώστα, στο μάθημα, από την Ελλάδα

Conjunctions

- Conjunctions, e.g. αλλά, επειδή, γιατί

Adverbs

- Position in word order
- Comparatives, e.g. γρηγορότερα
- Formation from adjectives, e.g. ωραία, χαμηλά
- Phrases of time, manner and place, e.g. κάπου-κάπου, πότε-πότε, εκεί που
- With personal pronouns, e.g. μαζί μας

Numbers

- Date, e.g. έξι του μηνός
- Time, e.g. τρεις η ώρα
- Agreement, e.g. ο πρώτος παίχτης
- Fractions, e.g. μισός χρόνος
- Percentages, e.g. εκατό τοις εκατό
- Collective numerals, e.g. μία ντουζίνα, εκατοντάδες

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that must be read in conjunction with this syllabus. The *WACE Manual* is available from the Authority website at <https://www.scsa.wa.edu.au/publications/wace-manual>.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Modern Greek ATAR syllabus and the weighting for each assessment type.

Assessment table

Type of assessment	Weighting
<p>Oral This assessment type involves participation in oral activities to establish and maintain a spoken exchange related to personal areas of experience; to exchange information and opinions; to discuss aspects of the language and culture of Modern Greek-speaking communities; and to give expression to real or imaginary experiences in Modern Greek.</p> <p>Text types include interviews (formal and informal), conversations, role plays, oral presentations and discussions.</p>	12.5%
<p>Listening and responding This assessment type requires comprehension and interpretation skills to respond to a range of spoken and/or audio texts in Modern Greek. It also involves analysing and using the obtained information to respond critically, in Modern Greek or English as specified, to spoken texts which reflect aspects of the language and culture of Modern Greek-speaking communities.</p> <p>Text types include conversations, interviews, and charts or tables.</p>	15%
<p>Reading and responding This assessment type involves reading, extracting, analysing and using information and ideas from written texts in Modern Greek and may require reorganising information in a different text type. It also comprises responding critically, in Modern Greek or English as specified, to written texts which reflect aspects of the language and culture of Modern Greek-speaking communities.</p> <p>Text types include articles, extracts, reviews, advertisements and letters.</p>	15%
<p>Writing in Modern Greek This assessment type involves the production of original written responses to texts, focusing on giving expression to real or imaginary experiences and ideas, as well as responding critically to written texts which reflect aspects of the language and culture of Modern Greek-speaking communities.</p> <p>Text types include emails, letters, invitations, journal/diary entries, personal accounts, reviews, reports and narratives.</p>	7.5%
<p>Oral examination (approximately 8–10 minutes) A representative sample of the syllabus content, based on the external examination specifications.</p>	12.5%
<p>Written examination (130 minutes) A representative sample of the syllabus content, based on the external examination specifications.</p>	37.5%

Assessment outline

Teachers must use the assessment table to develop an assessment outline for Year 11 and an assessment outline for Year 12.

The format for an assessment outline is a school decision, but each outline for a pair of units must include the following information:

- the **number** of tasks to be assessed
- a general **description** of each task
- the assessment **type**, as prescribed in the syllabus
- an indication of the syllabus **content** on which each task is based
- the approximate **timing** of each task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
- the **weighting** of each assessment **task**
- the **weighting** of each assessment **type**, as prescribed in the assessment table of the syllabus.

The set of tasks in the assessment outline must provide a representative sampling of the syllabus content. The number of assessment tasks is determined by the teacher. Teachers should limit the use of small-value tasks and focus on developing tasks that accurately reflect the assessment type in the syllabus. Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. Appendix 1 is a sample assessment outline for Year 12. Teachers can use this as the basis of the assessment outline for their class.

In the assessment outline for the pair of units, each assessment type must be included at least once over the year/pair of units.

The in-depth study

In Year 12, students are required to undertake an in-depth study. At least one of the school-based assessment tasks in Year 12 should focus on the in-depth study; for example:

- an oral presentation in Modern Greek (3 to 5 minutes)
- a written response to the topic in Modern Greek (500 words)
- a reflective response in English (600 words or 5 to 7 minutes).

The in-depth study should be based on a sub-topic related to one or more of the prescribed topics from either Modern Greek-speaking communities or The changing world. Students undertake an in-depth study demonstrating research and personal reflection on an aspect or aspects of a topic associated with either of these themes. The in-depth study is intended to be more than learning a body of facts and reporting on them; it requires analysis and reflection.

Students may choose their own sub-topic, or one sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the school-based assessment task/s set.

It is important that there is some individuality in the research focus, so that students bring their own knowledge, insights and opinions to their study. Students should participate as much as possible in selecting their own topic, encouraging them to take ownership and view the study as a personal investigation that has relevance and meaning to them. Some topics may enable students to make connections between their learning and their personal experience.

The texts that form the basis of the in-depth study will depend upon the availability of appropriate resources. These could include, for example, guest speakers, newspaper articles, websites, documentaries, films, short stories, songs, interviews and oral histories, either in their original form or adapted for language learning. Texts used may also be subtitled, or produced in English, if appropriate.

A range of different texts relating to the topic of the in-depth study should be selected for analysis and interpretation, so students are able to explore their topic in sufficient depth. At least three of the texts should be in Modern Greek.

Students collate evidence of their preparation for the in-depth study for verification. Such evidence may include:

- a list of words, phrases or expressions
- a draft of the response in Modern Greek
- a draft of the response in English
- personal notes, paragraphs or short summaries relating to texts, analysed in the student's own words
- personal reflections
- charts, maps, diagrams or pictures, as appropriate
- a bibliography or reference list.

The assessment of the in-depth study should enable students to demonstrate what they have learnt about the topic and to share findings, information, opinions and interpretations with others.

Reporting

Schools report student achievement in completed ATAR units in grades. The grade assigned describes the overall achievement of a student for the completed pair of units (or unit, where a single Year 11 unit is studied). The following grades are used:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions. The grade descriptions for the Modern Greek ATAR course are provided in Appendix 2.

Grade descriptions:

- relate directly to the syllabus content
- describe the general characteristics of student achievement at each grade
- express, in positive terms, what a student knows, understands and is able to do
- clearly define the level of proficiency for each grade on a continuum of performance
- provide a guide for teachers when developing teaching and assessment programs
- provide improvement targets for students
- provide a guide to parents, employers and post-school education and training providers of the relative achievement of students against defined achievement standards.

To be assigned a grade, a student must have had the opportunity to complete the course, including the assessment program.

Assigning grades

To assign a grade at the completion of the pair of units (or unit, where a single Year 11 unit is studied), the teacher:

- generates a **ranked list** of all students based on the weighted mark out of 100 using the school's assessment outline
- identifies from the ranked list the points where a **change of standard** is evident
- examines the work of the students either side of this point
- assigns a grade with reference to the grade descriptions.

For further information about the process of generating a ranked list and assigning grades, see Section 2.4.3 in the *WACE Manual*.

Students who enrol to sit the external examination as a non-school candidate are not assigned a grade.

External examination

The external examination consists of:

- an oral examination
- a written examination.

Oral examination

Time allocation Approximately 8–10 minutes

Conversation between the candidate and the examiner/s about the candidate's personal world.

Written examination

Time allocation Reading time: 10 minutes
Working time: 2 hours

Section 1: Listening and responding (10 marks)

Time allocation Reading time: 10 minutes
Working time: 30 minutes

Two texts in Modern Greek with responses in English or Modern Greek as specified.

Section 2: Reading and responding (10 marks)

Time allocation 30 minutes

One text in Modern Greek with responses in English or Modern Greek as specified.

Section 3: Writing in Modern Greek (20 marks)

Time allocation 60 minutes

Choice of two to four questions with a response of 250 to 300 words in Modern Greek.

Oral examination

(8–10 minutes)

Candidates are **not** permitted to use a dictionary in the oral examination.

Purpose

The oral examination is designed primarily to assess candidates' knowledge and skill in using spoken Modern Greek. The oral examination takes 8 to 10 minutes.

Specifications

The examination consists of a general conversation between the candidate and the examiner/s about the candidate's personal world. Topics covered may include life, school, family and friends, interests and aspirations.

The candidate may support the conversation with objects such as photographs, pictures and maps.

Notes and cue cards are **not** permitted.

Note: Western Australian candidates undertake the oral examination via telephone with the marker/s in South Australia. Candidates may support the conversation with objects such as photographs, pictures and/or maps. A copy of these visual items must be provided to the School Curriculum and Standards Authority at least two weeks prior to the examination so that they can be submitted to the South Australian Certificate of Education (SACE) Board.

Written examination

(2 hours plus 10 minutes reading time)

The 130-minute written examination has three sections.

Candidates are allowed to use monolingual and/or bilingual printed dictionaries in the written examination.

Section 1: Listening and responding (10 marks) – 30 minutes plus 10 minutes reading time before the start of the listening texts

The candidate analyses and interprets spoken Modern Greek texts and responds in English or Modern Greek to questions on the texts. The questions may require the candidate to:

- interpret the meaning in texts, by identifying and explaining
 - the content (general and specific information) of the texts
 - the context, purpose and audience of the texts
 - concepts, perspectives and ideas represented in the texts
- analyse aspects of the language in the texts (e.g. tone, register, linguistic features).

The texts in Section 1 of the written examination will be related to one or more of the prescribed themes.

Candidates hear two different text types in Modern Greek. The total listening time for one playing of the texts without pauses will be approximately three and a half to four minutes.

One text may be short; that is, one playing of the text will be approximately 35 to 45 seconds. The other text will be longer. The maximum length of one playing of a single text may be up to three minutes. Each text will be heard twice. There will be a pause between the first and second playings, during which candidates may make notes. Candidates will be given sufficient time after the second playing to complete their answers.

Candidates respond to a range of question types, such as completing a table, chart, list or form, or responding to a message or open-ended questions. Questions will be written in English or Modern Greek or both, for answers in English or Modern Greek as specified.

Section 2: Reading and responding (10 marks) – 30 minutes

Candidates analyse and interpret a written text. The text will relate to one or more of the prescribed themes.

Candidates:

- interpret the meaning in the text, by identifying and explaining
 - the content (general and specific information) of the text
 - the context, purpose and audience of the text
 - concepts, perspectives and ideas represented in the text
- analyse aspects of the language in the text (e.g. tone, register, linguistic features).

Candidates may be required to:

- extract, summarise, and/or evaluate information from the text
- respond critically to the text

- compare and/or contrast aspects of the text.

Candidates read one text in Modern Greek of approximately 250 words in total.

Questions on the texts will be written in English, Modern Greek or both, for responses in English or Modern Greek as specified.

Section 3: Writing in Modern Greek (20 marks) – 60 minutes

Candidates write one text in Modern Greek, in which they express ideas and/or information and/or opinions and/or feelings. There will be a choice of two to four questions, which will be related to one or more of the prescribed themes.

Questions will accommodate a range of candidate interests and will give candidates opportunities to produce different kinds of writing (e.g. descriptive, evaluative, imaginative, informative, narrative, personal or persuasive) by, for example:

- having different purposes, audiences and contexts
- requiring different text types.

Candidates write a response of 250 to 300 words in Modern Greek.

Questions will be written in English and Modern Greek for a response in Modern Greek.

Criteria for judging performance – external examination

These criteria are based on information made available by the SACE Board of South Australia. They are provided as a guide for teachers and students with the understanding that the final criteria used for marking external examinations for Modern Greek is a SACE Board decision. The criteria below are used for both the Oral and Written examinations.

When judging performance, the marker/s will take into account the extent to which the candidate demonstrates the following.

Ideas

The specific features are as follows:

- Relevance
 - relevance to context, purpose, audience and topic
 - conveying appropriate detail, ideas, information or opinions
 - creating interest and engaging the audience.
- Depth of treatment of ideas, information or opinions
 - depth and breadth of content
 - elaboration of ideas and support of opinions
 - planning and preparation.

Expression

The specific features are as follows:

- Capacity to convey information accurately and appropriately
 - range of expression (i.e. linguistic structures and features)
 - accuracy of expression (i.e. linguistic structures and features, grammar)
 - use of cohesive devices
 - appropriateness of expression, including cultural appropriateness
 - clarity of expression, including fluency, pronunciation and intonation.
- Coherence in structure and sequence
 - organisation of information and ideas
 - use of the conventions of text types.
- Capacity to interact and maintain a conversation and discussion
 - interaction on topics (i.e. relating to the interlocutor, interest in the topic)
 - use of communication strategies (i.e. comprehension, responding to cues)
 - fluency of responses.

Interpretation and reflection

The specific features are as follows:

- Interpretation of meaning in texts, by identifying and explaining
 - the content (general and specific information)
 - the context, purpose and audience of the text
 - concepts, perspectives and ideas represented in the text.
- Analysis of the language in texts
 - linguistic and cultural features (e.g. word choice, expressions, idiom)
 - stylistic features (e.g. tone, register, phrasing and repetition, textual features and organisation).
- Reflection
 - on how cultures, values, beliefs, practices and ideas are represented or expressed in texts
 - on own values, beliefs, practices and ideas in relation to those represented or expressed in the texts studied
 - on own learning.

Appendix 1 – Sample assessment outline (Year 12)

Assessment type and type weighting	Assessment task weighting	When	Assessment task	Content*
Oral 12.5%	6.25%	Semester 1 Week 13	Task 3 Give a 3- to 5-minute oral presentation, focusing on the in-depth study.	In-depth study
	6.25%	Semester 2 Week 8	Task 7 Take part in an interview based on the question, 'People say that nothing changes, that life just goes on. Do you think this is true?'	Topics: personal identity; lifestyles; contemporary people and events Text types: conversation Grammar: present perfect, past perfect; future simple
Listening and responding 15%	7.5%	Semester 1 Week 7	Task 2A Listen to a discussion on changing attitudes to work etc. Respond in English or Modern Greek to questions.	Topics: the world of work Text types: discussion; interview Grammar: prepositions; adverbs, comparatives, phrases of time
	7.5%	Semester 2 Week 4	Task 5 Listen to a radio report about events associated with modern Greece. Respond in English or Modern Greek to questions.	Topics: contemporary people and events; special traditions Text types: report/article Grammar: range of grammar from the syllabus
Reading and responding 15%	7.5%	Semester 1 Week 5	Task 1 Read articles related to the in-depth study topic. Respond in English or Modern Greek to questions.	Topics: in-depth study Text types: letter, news item, diary entry Grammar: conjunctions, conditional sentences
	7.5%	Semester 2 Week 6	Task 6 Read articles on the role of family today and yesteryear. Respond in English or Modern Greek to questions.	Topics: youth issues, environmental issues Text types: article, text of a speech Grammar: range of grammar from the syllabus

Assessment type and type weighting	Assessment task weighting	When	Assessment task	Content*
Writing in Modern Greek 7.5%	3.75%	Semester 1 Week 7	Task 2B Using the information provided in the text for 2A, write a summary of the different attitudes.	Topics: the world of work Text types: article Grammar: prepositions; adverbs, comparatives, subjunctive
	3.75%	Semester 2 Week 10	Task 8 Write a 250- to 300-word journal entry for a significant day.	Topics: school experience, the legacy of Greece Text types: narrative account Grammar: range of grammar from the syllabus
Oral examination 12.5%	6.25%	Semester 1 Week 15	Task 4A: Semester 1 examination	A conversation based on the external examination specifications
	6.25%	Semester 2 Week 15	Task 9A: Semester 2 examination	A conversation based on the external examination specifications
Written examination 37.5%	7.5%	Semester 1 Week 15	Task 4B: Semester 1 examination	A representative sample of the syllabus content, based on the external examination specifications
	7.5%		Listening and responding	
	3.75%		Reading and responding Writing in Modern Greek	
	7.5%	Semester 2 Week 15	Task 9B: Semester 2 examination	A representative sample of the syllabus content, based on the external examination specifications
	7.5%		Listening and responding	
	3.75%		Reading and responding Writing in Modern Greek	

* The course content is organised into three prescribed themes: 1) The individual; 2) Modern Greek-speaking communities; 3) The changing world.

Appendix 2 – Grade descriptions

A	<p>Written production</p> <p>Competently conveys information and develops ideas that are relevant to the topic.</p> <p>Makes comparisons and relevant cultural and cross-cultural references (where required) across a range of topics and uses examples to illustrate ideas and/or opinions.</p> <p>Uses a broad range of language with a high degree of grammatical accuracy, and appropriately for the audience, context, purpose and/or text type.</p> <p>Produces writing that is fluent and sequenced logically, using a sophisticated vocabulary, complex sentence structures and range of verb tenses.</p> <p>Demonstrates comprehensive understanding of the language features and the conventions of text types.</p>
	<p>Oral production</p> <p>Capably identifies and comments on culturally specific aspects of language, behaviour and/or attitudes.</p> <p>Presents an opinion or information about an aspect of the culture associated with the language, with a range of ideas and/or comparisons effectively supported by relevant evidence from the texts studied.</p> <p>Capably maintains and advances the exchange, using efficient communication and repair strategies.</p> <p>Uses highly accurate, well-structured responses, and a broad range of language and sentence structures.</p> <p>Demonstrates excellent pronunciation, intonation, register, stress and/or tempo.</p>
	<p>Comprehension of spoken and written text</p> <p>Accurately identifies, extracts and processes information from the text.</p> <p>Effectively infers aspects such as points of view, attitudes and/or emotions and cultural cues from the text.</p> <p>Effectively summarises, interprets, evaluates, compares and/or contrasts relevant information.</p> <p>Presents relevant information in an organised response, using the correct register and stylistic features.</p> <p>Accurately uses an appropriate range of vocabulary and grammar.</p> <p>Misinterprets only minor details in complex texts.</p>

B	<p>Written production</p> <p>Produces writing that is effective and relevant, and covers a range of aspects within the topic. Conveys information, develops ideas and/or expresses opinions and makes relevant cultural and cross-cultural references (where required) across a range of topics using some examples to illustrate.</p> <p>Uses a range of vocabulary and structures and a variety of verb tenses.</p> <p>Uses language appropriate for the audience, context, purpose and/or text type, with occasional errors.</p> <p>Applies the rules of grammar and punctuation, but not always consistently.</p> <p>Observes most of the conventions of text types and sequences content logically.</p>
	<p>Oral production</p> <p>Identifies and comments on culturally specific aspects of language, behaviour and/or attitudes. Presents information about an aspect of the culture associated with the language, with particular ideas, opinions and/or comparisons supported by relevant evidence from the texts studied.</p> <p>Maintains and advances the exchange, using communication and repair strategies.</p> <p>Uses a range of relevant and well-structured language, appropriate vocabulary and grammatical structures.</p> <p>Achieves a high level of accuracy.</p> <p>Demonstrates good pronunciation, intonation, register, stress and/or tempo.</p>
	<p>Comprehension of spoken and written text</p> <p>Identifies, extracts and processes mostly relevant information from the text.</p> <p>Infers some meaning from cultural cues and aspects such as points of view, attitudes and/or emotions.</p> <p>Responds correctly to literal questions and presents relevant information.</p> <p>Provides responses to inferential questions that may lack detail.</p> <p>Accurately and appropriately uses the correct register and stylistic features.</p> <p>Uses a range of vocabulary, grammar and expressions.</p> <p>Summarises, interprets, evaluates, compares and/or contrasts relevant information.</p> <p>Selects the wrong word or phrase occasionally when consulting the dictionary.</p>
C	<p>Written production</p> <p>Produces writing that is generally relevant but often lacks detail and internal cohesion. Expresses a range of simple ideas, opinions and/or comparisons related to the topic. Covers some aspects and provides some cultural references within the topic, but ideas may lack direction.</p> <p>Uses language that is usually suitable for the audience, context, purpose and text type and includes familiar vocabulary and simple sentence structures.</p> <p>Produces writing where the influence of English syntax, incorrect vocabulary choices and/or illogical sequencing may affect meaning.</p>
	<p>Oral production</p> <p>Identifies and comments on some culturally specific aspects of language, behaviour and/or attitudes.</p> <p>Presents a limited range of ideas, opinions and/or comparisons about an aspect of the culture associated with the language.</p> <p>Offers evidence from the texts studied for some of the points raised.</p> <p>Occasionally requires some support from the other speaker to sustain the conversation.</p> <p>Uses a range of appropriate vocabulary and simple language structures with a reasonable level of accuracy.</p> <p>Demonstrates minor errors in pronunciation, intonation, register, stress and/or tempo.</p>
	<p>Comprehension of spoken and written text</p> <p>Identifies, extracts and processes some relevant information from the text.</p> <p>Identifies some points of view, attitudes and/or emotions from the text, and extracts some meaning from language and cultural cues.</p> <p>Gives occasional idiomatic translations or misinterprets some details in complex texts.</p> <p>Uses a restricted range of familiar vocabulary, simple grammar and stylistic features.</p> <p>Summarises, interprets, evaluates, compares and/or contrasts some relevant information.</p> <p>Presents a response appropriate to the text type.</p>

D

Written production

Produces writing that expresses simple ideas and provides basic information related to the topic.
 Produces writing with inaccuracies and/or omissions that affect the meaning.
 Demonstrates minimal awareness of culturally specific aspects of the topic, and makes cultural references that are not always accurate or appropriate.
 Makes limited use of language appropriate to the audience, context, purpose and/or text type.
 Uses familiar vocabulary, with frequent errors in spelling and/or syntax; incorrectly applies the rules of grammar.
 Produces writing that lacks structure and where ideas may be disjointed, disorganised or unsequenced, which impedes meaning.

Oral production

Identifies some culturally specific aspects of language, behaviour and/or attitudes.
 Presents limited information about an aspect of the culture associated with the language.
 Attempts to present ideas, opinions and/or comparisons, but does not support these with evidence from the texts.
 Requires repetition and rephrasing of questions by the other speaker.
 Maintains a flow of conversation that is often impeded by hesitation and silences.
 Uses a limited range of vocabulary and basic language structures with minimal accuracy.
 Demonstrates significant errors with pronunciation, intonation, register, stress and/or tempo.

Comprehension of spoken and written text

Identifies, extracts and processes some information from spoken text with a minimal degree of accuracy.
 Shows limited ability to identify points of view, attitudes and/or emotions from the text, and extracts little meaning from language or cultural cues.
 Incorrectly identifies details or may identify only an isolated detail and/or single words.
 Summarises, interprets, evaluates, compares and/or contrasts limited information.
 Presents a response which may be inappropriately organised and includes limited relevant information.
 Uses a narrow range of grammar and vocabulary.

E

Does not meet the requirements of a D grade.

