



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 2027.

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, grammar lists and text types which was developed and published by the SACE Board of South Australia, 60 Greenhill Road, Wayville SA 5034 © SACE Board of South Australia 2010.

Copyright

© School Curriculum and Standards Authority, 2019

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

Contents

Introduction	1
Delivery requirements.....	1
Target group	1
The Modern Greek language.....	1
Rationale	2
Aims	3
Organisation of content	3
Progression from the Years 7–10 curriculum	3
Representation of the General Capabilities	3
Representation of the Cross-curriculum Priorities.....	5
Content.....	7
Themes, topics and sub-topics	7
Text types and kinds of writing.....	9
Linguistic resources	10
Intercultural understanding.....	12
Language learning and communication strategies.....	13
Assessment	14
School-based assessment.....	15
Assessment table – Year 11.....	16
Assessment table – Year 12.....	17
Reporting.....	18
External examination specifications	19
Oral examination	19
Written examination.....	20
Criteria for judging performance – external examination.....	22
Appendix 1 – Grade descriptions.....	24
Appendix 2 – Text types.....	28
Appendix 3 – Kinds of writing	31
Appendix 4 – Language learning and communication strategies	34

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 Modern Greek ATAR course connects students with the official language of Greece and Cyprus, used by the global Greek diaspora and one of the official languages of the European Union. Greek, as a living language with deep historical continuity, links modern speakers with ancient Hellenic culture, which has significantly influenced Western civilisation and continues to contribute to modern terminology and knowledge systems across areas such as literature, philosophy, science and medicine. In Australia, Greek migration has made a major contribution to multicultural society, with strong community networks and long-established language programs in schools since the 1970s, and evident influence across education, commerce and public life. Learning Modern Greek develops students' understanding of language origins, writing systems and intercultural perspectives, and supports communication in diverse local and global contexts.

The course provides students with a rich and challenging experience of the linguistic and cultural diversity of Modern Greek-speaking communities. Through Modern Greek, students explore their personal world and the perspectives of others, and the effect of change and current issues in the changing world. Within these prescribed themes, they reflect on various aspects of life such as personal identity, relationships and school experience. Students develop background knowledge about Modern Greek-speaking communities, investigate their lifestyles and special traditions and the legacy of Greece, and explore youth and environmental issues and the world of work.

Students expand and consolidate their skills and knowledge in Modern Greek to communicate effectively in a range of situations. They gain a broader and deeper understanding of the language and culture, fostering a stronger sense of intercultural awareness and empathy. The course also enhances students' literacy skills and awareness of their own language. By comparing information and ideas from Modern Greek media, texts and cultural practices, students strengthen their critical thinking skills and learn to approach global issues from diverse themes.

Through the course, students engage with the linguistic and cultural diversity of our interconnected world, reflecting on their role in society and how they interact with others across various social contexts. Language learning is a powerful tool for personal growth and broadens students' worldviews. Australia's cultural and linguistic diversity provides many opportunities to hear and use Modern Greek in real-life situations as well as through Greek media, and to make actual and virtual connections with Modern Greek-speaking communities throughout the world.

Australia has strong personal, cultural, political and trade connections with Modern Greek-speaking communities and a proficiency in Modern Greek provides students with enhanced vocational opportunities in a wide range of sectors. Studying Modern Greek opens pathways for further academic study in fields like languages, international studies and cross-cultural communication, and careers in areas such as education, business, trade, commerce, diplomacy, tourism, government and law. Modern Greek also provides a foundation for learning Romance languages, expanding career and intercultural opportunities. Ultimately, the course offers students valuable linguistic and intercultural skills, fosters personal growth and empathy, and enhances future academic and career prospects.

Aims

The Modern Greek ATAR course builds on students' skills in, and understanding of, Modern Greek and knowledge about the cultures of Modern Greek-speaking communities. It enables students to:

- interact with others to exchange information, ideas, opinions and experiences in Modern Greek
- create texts in Modern Greek for specific contexts, purposes and audiences, and to express information, feelings, ideas and opinions
- analyse a range of texts in Modern Greek to interpret meaning
- examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Organisation of content

This syllabus presents the content and expectations for both Year 11 and Year 12 students in this course. While the core content applies to both years, it is expected that the cognitive complexity of the content increases from Year 11 to Year 12. The required content, the exact sequencing and timing of delivery are school decisions.

The course content is organised into five areas:

- Themes, topics and sub-topics
- Text types and kinds of writing
- Linguistic resources
- Intercultural understanding
- Language learning and communication strategies.

Progression from the Years 7–10 curriculum

The Australian Curriculum: Modern Greek Year 7 to Year 10 is organised through two interrelated strands: Communicating meaning in Greek and Understanding language and culture. Communicating meaning in Greek is focused on using language for communicative purposes in interpreting, creating and exchanging meaning, while Understanding language and culture involves analysing language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Together, these strands reflect three important aspects of language learning: engaging in communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop the knowledge, understandings and skills that ensure students communicate in Modern Greek; understand language, culture and learning and their relationship; and thereby develop their intercultural communication capability.

Representation of the General Capabilities

The General Capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. They are not assessed unless they are identified within the specified unit content. Teachers should find opportunities to incorporate the following capabilities into the teaching and learning program for the Modern Greek ATAR course.

Critical and creative thinking

Students enhance their critical and creative thinking skills through the study of the Modern Greek language and Greek-speaking cultures. Content in the course is presented through the themes – The individual, Modern Greek-speaking communities and The changing world – encouraging students to compare information and evaluate ideas from these diverse perspectives. By analysing and interpreting spoken and written texts, students strengthen their ability to identify and process information and engage in logical and reflective thinking. By extending their skills, knowledge and understanding of the Modern Greek language, they learn to assess how language conveys meaning and how context, purpose and audience influence communication.

Through the course, students learn and practise language learning and communication strategies. These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and making connections. The process of transferring linguistic and cultural knowledge and applying it to new contexts fosters students' metacognition, problem-solving abilities and analytical skills.

Intercultural understanding

Intercultural understanding is core to language learning. In learning a second or additional language, students develop an appreciation of languages, cultures and beliefs, including their own. In the course, students reflect on various aspects of life such as personal identity, interests and future plans. They develop an insight into Greek lifestyles and cultures and consider the impact of environmental issues, work and technology on their own lives and on society. This helps students to develop connections with communities and cultures, become aware of similarities and differences, cultivate mutual respect and understanding, and improve communication. The course also provides opportunities for students to apply communication strategies in culturally and linguistically diverse contexts. They understand the interconnection between language and culture, gaining insights into how cultural values and beliefs shape communication practices.

Intercultural understanding is one of the five content areas of this course.

Literacy

Students develop their literacy capacity as they use Modern Greek to listen to, read, view and respond to a range of texts, participate in spoken interactions, and write texts in Modern Greek for different purposes and contexts. They expand their skills, knowledge and understanding of the Modern Greek language and apply their knowledge of linguistic resources to exchange information, ideas and opinions in Modern Greek.

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include developing an ability to decode and encode from sound to written systems; mastering grammatical, orthographic and textual conventions; and developing semantic, pragmatic and critical literacy skills. For learners of Modern Greek, literacy development in the language enhances and extends their knowledge and understanding of English literacy, which in turn supports their learning in Modern Greek.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Modern Greek ATAR course, teachers may find opportunities to incorporate these capabilities into the teaching and learning program.

- Digital literacy
- Ethical understanding
- Numeracy
- Personal and social capability

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the Modern Greek ATAR course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Modern Greek (AEGRE)	ATAR	✓			✓	✓		
Year 12	Modern Greek (ATGRE)	ATAR	✓			✓	✓		

Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Modern Greek ATAR course. The Cross-curriculum Priorities are not assessed unless they are identified within the syllabus content.

Aboriginal and Torres Strait Islander histories and cultures

The study of Languages involves recognising the interrelationship of languages, identities and cultures across languages, including Aboriginal and Torres Strait Islander languages, and develops an understanding of concepts related to Australia's linguistic landscape. The Modern Greek ATAR course, along with the Aboriginal and Torres Strait Islander histories and cultures priority, enables students to develop knowledge and understanding by engaging them with the languages and cultures of Australia.

By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways people use language reflect the values and beliefs of their respective communities, including Australia's rich and diverse Aboriginal and Torres Strait Islander communities.

Asia and Australia's engagement with Asia

In the Languages learning area, students are able to learn languages of the Asian region, learning to communicate and interact in interculturally appropriate ways and exploring concepts, experiences and perspectives from within and across Asian cultures.

In all the languages, the priority of Asia and Australia's engagement with Asia provides opportunities for students to develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, and histories and economies. They learn how Australia is situated within the Asian region and how our national linguistic and cultural identity is continuously evolving – locally, regionally and within an international context.

In learning Modern Greek, students may engage with a range of texts and concepts related to:

- Asia and Australia's engagement with Asia
- languages and cultures of Asia
- people of Asian heritage within Australia.

Sustainability

The Modern Greek ATAR course provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Modern Greek-speaking communities and the wider world. Students engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as the environment, conservation, social and political change and how language and culture evolve. They develop their knowledge, understanding and skills relating to sustainability within particular topics.

Through interacting with others, respectfully negotiating meaning and mutual understanding, and reflecting on communication, students can learn to live and work in ways that are both productive and sustainable.

Content

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 on the next page. 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.

The topics are broad enough to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time.

Students should study a range of spoken, written, visual and multimodal texts in Modern Greek in their treatment of themes, topics and subtopics. The length of time and depth of treatment for each topic will depend on a number of factors, including the:

- particular learning requirement/s being covered
- degree of familiarity that the students have with topics studied previously
- needs and interests of the students
- nature of Modern Greek
- linguistic and conceptual complexity of the texts selected for study
- linguistic and sociocultural distance between the topic and the student's own world and experience
- assessments (including ways in which they are structured and conditions under which they are set)
- language of the response
- access to resources.

Teachers should structure and organise programs based on the prescribed themes and topics so that they address all the learning requirements of the syllabus.

Prescribed themes	Prescribed topics	Suggested sub-topics
The individual 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.	Personal identity	• Personal profile • Neighbourhood • Hobbies and pastimes
	Relationships	• Friends and peers • Family • School life
	School experience	• Subjects • Aspirations
Modern Greek-speaking communities 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.	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
The changing world This theme enables students to explore change, as it affects the world of work and other topics.	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 and kinds of writing

In learning a language, it is necessary to engage with and/or produce a wide variety of text types and kinds of writing.

Text types are categories of print, spoken, visual or audiovisual text, identified in terms of purpose, audience and features. Text types and textual conventions vary across languages and cultures, and provide information about the society and culture in which they are produced. Students are encouraged to listen to, read and view a range of texts, and need to be provided with opportunities to engage with them.

Kinds of writing are the features, patterns and rules of texts which are determined by the text type and the context, purpose and audience of the text. They also include protocols for participating in communication, such as ways of initiating conversations, framing requests, disagreeing and responding.

In school-based assessments and the ATAR course examinations, students are expected to respond to and/or produce a range of spoken and written text types and kinds of writing in Modern Greek.

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.

- | | |
|---|--|
| • account | • map, plan, chart or table** |
| • advertisement | • note, message, email or blog* |
| • announcement | • personal profile or curriculum vitae** |
| • article* | • poem |
| • comic strip | • postcard* |
| • conversation or dialogue* | • presentation |
| • description | • report* |
| • diary or journal entry* | • review* |
| • discussion (spoken, written or online)* | • role-play |
| • form** | • script of a speech or talk* |
| • image | • song |
| • infographic | • speech |
| • interview* | • story or narrative* |
| • invitation* | • summary |
| • letter* | • survey or questionnaire** |
| • list** | • timetable** |

Refer to Appendix 2 for the features and conventions of the text types for production in the external examination.

Kinds of writing

Students should be familiar with and able to produce the following kinds of writing:

- descriptive
- imaginative
- narrative
- persuasive
- evaluative
- informative
- personal.

Refer to Appendix 3 for the characteristics of the kinds of writing.

Linguistic resources

Linguistic resources are the specific elements of language that are necessary for communication. Acquiring linguistic resources allows for the development of knowledge, skills and understandings relevant to the vocabulary, grammar, and sound and writing systems of Modern Greek.

As well as enabling communication, developing an understanding of linguistic resources enhances intercultural understanding, literacy skills and awareness of one's own language. In the Modern Greek ATAR course, students are required to further develop their knowledge and understanding of the structure of Modern Greek.

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.

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.

Grammatical items	Sub-elements	Examples
Adjectives	regular	καλός, καλή, καλό / νέος, νέα, νέο
	irregular	πολύς, πολλή, πολύ
	agreement and position	ο όμορφος κήπος
	comparative and superlative	ψηλός, πιο ψηλός/ψηλότερος, ο πιο ψηλός/ψηλότετος
Adverbs	position in word order	
	comparative	γρηγορότερα
	formation from adjectives	ωραία, χαμηλά
	phrases of time, manner and place	κάπου-κάπου, πότε-πότε, εκεί που
	with personal pronouns	μαζί μας
Articles	definite	ο, η, το
	indefinite	ένας, μία, ένα
Conjunctions	conjunctions	αλλά, επειδή, γιατί
Nouns	regular nouns • masculine • feminine • neuter • singular or plural • case ▪ nominative ▪ genitive ▪ accusative ▪ vocative • article agreement	ο πίνακας, ο μαθητής, ο δρόμος η φίλη, η θάλασσα το πρόβατο, το νησί, το μάθημα ο μαθητής – οι μαθητές, το νησί – τα νησιά ο νικητής της μαθήτριας τον πίνακα δάσκαλε των μολυβιών, τις χώρες
	imparisyllabic nouns	ο παππούς – οι παππούδες, η γιαγιά – οι γιαγιάδες
	scholarly nouns	ο συγγραφέας, η πόλη, το μέλλον
	indeclinable nouns	το ρεκόρ, το τράμ
Numbers	date	έξι του μηνός
	time	τρεις η ώρα
	agreement	ο πρώτος παίχτης
	fractions	μισός χρόνος
	percentages	εκατό τοις εκατό
	collective numerals	μία ντουζίνα, εκατοντάδες
Prepositions	simple and compound types	με, σε, για, από
	use with nouns	με τον Κώστα, στο μάθημα, από την Ελλάδα

Grammatical items	Sub-elements	Examples
Pronouns	demonstrative	αυτός, τέτοιος, εκείνος
	interrogative	ποιος, πού, πώς
	reflexive	τον εαυτό μου
	relative	που, πως
	indefinite/definite	κανένας, κάποιος, όποιος
	distributive	καθένας
	personal — strong and weak forms	εγώ ... εμείς (strong), εμένα ... εμάς (weak)
	possessive	μου ... μας
Verbs	auxiliary — είμαι, έχω	
	regular verbs (active and passive)	
	- tense - present - past simple - past continuous - present perfect - past perfect - future simple - future continuous - conditional - mood - subjunctive - imperative - participle	λύνω, διαβάζω, λύνομαι έλυσα, διάβασα έλυνα, διάβαζα έχω λύσει, έχω διαβάσει είχα λύσει, είχα διαβάσει θα λύσω, θα διαβάσω θα λύνω, θα διαβάζω θα έλυνα, θα διάβαζα να λύνω, να διαβάσω λύνε, διαβάστε λύνοντας, διαβάζοντας
	irregular verbs	πηγαίνω, βγαίνω
	impersonal verbs	πρέπει, μπορεί
	the verb μου αρέσει	
	negation	δεν θέλω, δεν θα πάω

Sound and writing systems

Students consolidate their understanding of the sound and writing systems of Modern Greek.

Intercultural understanding

Intercultural understanding involves developing knowledge, awareness and understanding of one's own culture/s and language/s, as well as those of the Modern Greek-speaking world. The study of the themes, topics and sub-topics, text types and kinds of writing, and linguistic resources will enable the development of intercultural understanding, which enhances the ability to communicate, interact and negotiate within and across languages and cultures, and to understand themselves and others.

The development of intercultural competence can be described as moving from a stage where students are not aware of, or do not understand or practise, cultural norms, to one where cultural practices are so internalised that the student no longer notices them. It is not expected that students will develop this degree of cultural competence without spending considerable time in-country. It is expected, however, that students will develop cultural self-awareness and become aware of cultural issues which govern speech and behaviour in Modern Greek-speaking communities, and begin to apply these in order to communicate effectively.

The course should provide students with opportunities to enhance understanding of their own language/s and culture/s in relation to the Modern Greek language and cultures, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language
- making meaning from texts
- producing texts
- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills, and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 4 for a list of language learning and communication strategies.

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 permitted 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.

Assessment

Assessment is an integral part of teaching and learning that in the senior secondary years:

- provides evidence of student achievement
- identifies opportunities for further learning
- connects to the standards described for the course
- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process to improve student achievement and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time; for example, when reporting against the standards or after completion of a unit or units. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to a set of predetermined course standards. These standards describe the level of achievement required to achieve each grade from A to E. Teachers use them to determine how well a student has demonstrated their learning.

Where relevant, higher-order cognitive skills (e.g. application, analysis, evaluation and synthesis) and the General Capabilities should be included in the assessment of student achievement in this course. All assessments should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

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.

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning.
- Assessment should be educative.
- Assessment must be fair.
- Assessment should be designed to meet its specific purpose/s.
- Assessment should lead to informative reporting.
- Assessment should lead to school-wide evaluation processes.
- Assessment should provide significant data for improvement of teaching practices.

Summative assessments in this course must:

- be limited to eight tasks or less
- allow for the assessment of each assessment type at least once over the year/pair of units
- have a minimum value of five per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

Assessment tasks not administered under test or controlled conditions require appropriate authentication processes.

The Assessment tables below provide details of the assessment types and their weighting for the Modern Greek ATAR Year 11 and Year 12 syllabus.

Assessment table – Year 11

Type of assessment	Weighting
Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Modern Greek. Typically, these tasks are administered under test conditions.	25%
Responding to texts Comprehension and interpretation of spoken and printed texts in Modern Greek. Texts represent different text types and kinds of writing. Questions for spoken texts are phrased in English for responses in English. Questions for printed texts are either phrased in English for responses in English, or phrased in Modern Greek and English for responses in Modern Greek, depending on the requirements of the question. Typically, these tasks are administered under test conditions.	30%
Written communication Production of written texts to convey information and express ideas, opinions and/or experiences in Modern Greek. Questions specify the context, purpose, audience, text type and kind of writing. Typically, these tasks are administered under test conditions.	15%
Examination Practical (oral) examination Typically conducted at the end of each semester and/or unit. In preparation for Year 12, the examination should reflect the External examination information in this syllabus. Written examination Typically conducted at the end of each semester and/or unit. In preparation for Year 12, the examination should reflect the External examination information in this syllabus.	10% 20%

Teachers must use the assessment table to develop an assessment outline for the pair of Year 11 units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted or the issue and submission dates for an extended task).

Assessment table – Year 12

Type of assessment	Weighting
Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Modern Greek. Typically, these tasks are administered under test conditions.	15%
Responding to texts Comprehension and interpretation of spoken and printed texts in Modern Greek. Texts represent different text types and kinds of writing. Questions for spoken texts are phrased in English for responses in English. Questions for printed texts are either phrased in English for responses in English, or phrased in Modern Greek and English for responses in Modern Greek, depending on the requirements of the question. Typically, these tasks are administered under test conditions.	20%
Written communication Production of written texts to convey information and express ideas, opinions and/or experiences in Modern Greek. Questions specify the context, purpose, audience, text type and kind of writing. Typically, these tasks are administered under test conditions.	15%
Examination Practical (oral) examination Typically conducted at the end of each semester and/or unit. The examination should reflect the External examination information in this syllabus.	15%
Written examination Typically conducted at the end of each semester and/or unit. The examination should reflect the External examination information in this syllabus.	35%

Teachers must use the assessment table to develop an assessment outline for the pair of Year 12 units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted or the issue and submission dates for an extended task).

Reporting

Schools report student achievement underpinned by a set of predetermined standards, using the following grades:

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

The grade descriptions for the Modern Greek ATAR Year 11 and Year 12 syllabus are provided in Appendix 1. They are used to support the allocation of grades. They can also be accessed on the course page of the Authority website (www.scsa.wa.edu.au).

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

The grade is determined by reference to the standard, not allocated on the basis of a predetermined range of marks (cut-offs).

External examination specifications

The external examination consists of:

- an oral examination
- a written examination.

Oral examination

Section	Supporting information
Oral examination Approximate duration: 8–10 minutes	Conversation between the candidate and the examiner/s about the candidate's personal world. Purpose The oral examination is designed to assess candidates' knowledge and skill in using spoken Modern Greek. The oral examination takes 8 to 10 minutes. Specifications The oral 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 an online platform 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

Time allocation

Reading time: 10 minutes

Working time: 2 hours

Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: monolingual and/or bilingual print dictionaries

Note: dictionaries must not contain any notes or other marks. No electronic dictionaries are allowed.

Section	Supporting information
Section 1 Listening and responding 10 marks Two texts in Modern Greek Suggested working time: 30 minutes plus 10 minutes reading time before the start of the listening texts	The texts in Section 1 of the written examination will be related to one or more of the prescribed themes and each will be of a different text type. 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. The total listening time, for one playing of the texts without pauses, will be three and a half to four minutes. Each text will be played twice. There will be a pause between the first and second playings, during which time 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. The questions may require the candidates to: - interpret the meaning in texts, by identifying and explaining - the content (general and specific information) - 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). Questions will be written in English or Modern Greek or both, for answers in English or Modern Greek as specified.

Section	Supporting information
Section 2 Reading and responding 10 marks One text in Modern Greek Suggested working time: 30 minutes	Candidates read one text in Modern Greek of approximately 250 words in total. 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) - 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. 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 One question from a choice of two to four questions Suggested working time: 60 minutes	Questions will be written in English and Modern Greek for a response in Modern Greek. 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 contexts, purposes and audiences - requiring different text types. Candidates write one response in Modern Greek, in which they express ideas and/or information and/or opinions and/or feelings. Candidates write a response of 250 to 300 words 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:

- 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:

- capacity to convey information accurately and appropriately
 - range of expression (e.g. linguistic structures and features)
 - accuracy of expression (e.g. 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 (e.g. relating to the interlocutor, interest in the topic)
 - use of communication strategies (e.g. comprehension, responding to cues)
 - fluency of responses.

Interpretation and reflection

The specific features are:

- 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.

Appendix 1 – Grade descriptions

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

B

Written production

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.

Uses a range of vocabulary and structures and a variety of verb tenses.

Uses language appropriate for the context, purpose, audience and/or text type, with occasional errors.

Applies the rules of grammar and punctuation, but not always consistently.

Observes most of the conventions of text types and sequences content.

Oral production

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.

Maintains and advances the exchange, using communication and repair strategies.

Uses a range of relevant and well-structured language, appropriate vocabulary and grammatical structures.

Achieves a high level of accuracy.

Demonstrates good pronunciation, intonation, register, stress and/or tempo.

Comprehension of spoken and written text

Identifies, extracts and processes mostly relevant information from the text.

Infers some meaning from cultural cues and aspects such as points of view, attitudes and/or emotions.

Responds correctly to literal questions and presents relevant information.

Provides responses to inferential questions that may lack detail.

Accurately and appropriately uses the correct register and stylistic features.

Uses a range of vocabulary, grammar and expressions.

Summarises, interprets, evaluates, compares and/or contrasts relevant information.

Selects the wrong word or phrase occasionally when consulting the dictionary.

C

Written production

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.
 Uses language that is usually suitable for the context, purpose, audience and/or text type and includes familiar vocabulary and simple sentence structures.
 Produces writing where the influence of English syntax, incorrect vocabulary choices and/or illogical sequencing may affect meaning.

Oral production

Identifies and comments on some culturally specific aspects of language, behaviour and/or attitudes.
 Presents a limited range of ideas, opinions and/or comparisons about an aspect of the culture associated with the language.
 Offers evidence from the texts studied for some of the points raised.
 Occasionally requires some support from the other speaker to sustain the conversation.
 Uses a range of appropriate vocabulary and simple language structures with a reasonable level of accuracy.
 Demonstrates minor errors in pronunciation, intonation, register, stress and/or tempo.

Comprehension of spoken and written text

Identifies, extracts and processes some relevant information from the text.
 Identifies some points of view, attitudes and/or emotions from the text, and extracts some meaning from language and cultural cues.
 Gives occasional idiomatic translations or misinterprets some details in complex texts.
 Uses a restricted range of familiar vocabulary, simple grammar and stylistic features.
 Summarises, interprets, evaluates, compares and/or contrasts some relevant information.
 Presents a response appropriate to the text type.

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 context, purpose, audience 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 limited comprehension and frequent misunderstandings.
 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 identifies isolated details 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.

Appendix 2 – Text types

The context, purpose and audience of the text, and whether the text will be spoken or written, will determine the language chosen. Levels of language, language features, language structures, conventions, tone etc. are factors that need to be considered when constructing a text.

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 and assessment are not prescribed.

The table below is presented as a guide for the text types that have been identified for productive use in the external examination.

Text type	Purpose	Structure	Language features
Article	- To sustain an argument - To describe - To inform, persuade, amuse or entertain	- Titles/headings - Development of ideas/argument - Sequencing and linking of ideas - Statement of conclusion/advice	- Range of tenses - Linking words - Language can be descriptive, informative, evaluative or persuasive, depending on context
Blog	- To inform - To reflect - To seek a response, to interact	- Personal thoughts, online journal - Discrete entries ('posts'), usually with most recent at the top - Often themed on a single subject - Reflections on idea - Interactive – comments from other users	- Abbreviated words and sentences - Simple language structures - Linking words to sequence ideas logically - Qualifying words (e.g. usually, probably) - Persuasive, descriptive or personal language, depending on context
Conversation or dialogue	- To exchange information, ideas, opinions and experiences - To maintain and sustain communication	- Exchange of opening salutations - Question/statement followed by response - Interaction is sustained	- Question forms - Strategies to maintain conversation (fillers) - Interjections - Sentences may not be complete - Language level will depend on context and relationship between participants
Diary or journal entry	To record personal reflections or experiences	- Date/place/time (as appropriate) - Chronological or stream of consciousness	- First person - Abbreviated words/sentences - Subjective/informal language

Text type	Purpose	Structure	Language features
Discussion (spoken, written or online)	- To give different points of view - To examine issues from more than one perspective - To make recommendations based on evidence - To sustain an argument	- Presentation of main idea in introduction - Evidence/data to support main idea - Interaction between participants to clarify understandings - Conclusion/reiteration of main idea - Balanced presentation	- Linking words to sequence ideas logically - Qualifying words (e.g. usually, probably) - Persuasive, descriptive or personal language, depending on context - Comparative expressions
Email	- To inform - To request - To remind - To seek a response	- Conventions (email addresses) - Specific details without elaboration - Salutations and endings	- Abbreviated words and sentences - Simple language structures
Interview (e.g. written magazine interview, or script of an interview – radio, podcast, television)	To seek and convey information, views, opinions	Question and response form	- Question words - Linking words
Invitation	To invite in written form	- Layout conventions - Statement of facts, details of event - Details for responding	- Abbreviated language - Formal or informal language - Words that tell when, where, with whom
Letter – formal	- To communicate in writing in formal contexts - To request information - To lodge a complaint - To express an opinion	- Salutations - Letter conventions (layout, address, date etc.) - Logical and cohesive sequence of ideas	- Use of full sentences and paragraphs - More-complex sentence structure - Objective language - Use of formulaic expressions
Letter – informal	- To communicate in writing with acquaintances, friends, family - To inform, amuse	- Salutations - Letter conventions (layout, address, date etc.) - Logical and cohesive sequence of ideas	- Frequent colloquial language - Subjective language

Text type	Purpose	Structure	Language features
Note, message	- To inform - To request - To instruct - To remind	- General statement, description, procedure - May be in point form	- Succinct - Abbreviated words and sentences - Lack of descriptive detail - Frequent use of colloquial language
Postcard	- To provide information - To retell events	- Salutations - Brief description or message - Formulaic ending	- Descriptive language - Incomplete sentences - Abbreviated words - Colloquial expressions - Clichés - Personal impressions
Report	- To classify and/or describe - To organise facts - To draw conclusions	- General statement or classification - Description - Logical progression	- Supporting evidence (e.g. statistics, examples) - Factual - Usually present tense - Language specific to the topic
Review	- To respond to a text/stimulus - To summarise, analyse or interpret a text and to assess its value	- Describe context of the text or work - Describe the text or work - Judgment or evaluation of the text or work	- Descriptive language - More-complex structures with frequent abstract language - Words that express judgment - Possible comparisons - Expressions of aesthetic nature
Script of a speech or talk	- To communicate ideas, opinions and attitudes - To entertain - To persuade - To welcome - To thank	- Introductory statement of purpose - Explanation or sequence of events or presentation of argument - Concluding remarks	- Choice of expressions to engage the audience - Descriptive words - A range of tenses - Subjective language - Use of slogans or catchphrases - Use of humour and anecdotes
Story or narrative	To entertain, amuse or instruct	- Series of events presented in logical progression - Resolution/conclusion - May contain a series of complications	- Time words used to connect events - Use of action words - Description of characters and settings

Students may also be required to fill in, but not produce, the following text types: form; list; map, plan, chart or table; personal profile or curriculum vitae; survey or questionnaire; timetable.

Appendix 3 – Kinds of writing

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

The following descriptions outline the main characteristics of different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing. Authentic writing will require using a combination of styles.

Descriptive writing

Descriptive writing:

- creates a vivid impression of a person, place, character, object or event, or a particular mood or atmosphere
- engages a reader's attention; brings writing to life
- includes precisely chosen vocabulary with evocative adjectives, adverbs, similes and metaphors
- is focused, interesting and compelling
- uses sensory description – what is heard, seen, smelt, felt, tasted; includes sensory details to increase the reader's experience
- uses active verbs and varied sentences; is structured and ordered
- creates a dominant impression
- evokes feelings and attitudes – connotative language
- makes comparisons – similes, metaphors, personification
- develops the experience, focusing on key details, powerful verbs and precise nouns.

Purpose: the author is painting a picture through words for the reader to imagine.

Evaluative writing

Evaluative writing:

- aims to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct
- aims to reach a conclusion acceptable to an unbiased reader through the logical presentation and discussion of facts and ideas
- presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively, using evidence to support the contrasting sides or alternatives
- uses objective style; appeals to reason, not emotion; creates an impression of balance and impartiality
- often includes expressions of cause, consequence, opposition and concession.

Purpose: the author is attempting to give a balanced view of both sides of a case.

Informative writing

Informative writing:

- aims to convey information to the reader as clearly, completely and accurately as possible
- usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader
- normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive or evaluative
- generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence
- chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable
- probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Purpose: the author is conveying objective information.

Imaginative writing

Imaginative writing:

- allows readers to visualise and/or emotionally engage with the text
- usually creates a strong sense of context (physical surroundings and atmosphere) and situation
- normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) is important
- uses techniques such as variation in sentence length, juxtaposition of different sentence length, careful control of structure and sequencing to add to the overall effect by creating the desired atmosphere or conveying the required emotion
- may break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Purpose: the author is creating a piece of fiction to entertain, amuse or create an impression, picture or feeling for the reader.

Narrative writing

Narrative writing:

- tells a story in chronological order
- entertains; attempts to gain and hold a reader's interest
- teaches or informs; changes attitudes/social opinions
- includes elements such as setting, characters, theme, an initiating event, a series of actions, conflict/goal, events and a resolution
- may set up problems to be resolved
- can be imaginary or factual
- has characters with defined personalities/identities
- often includes dialogue
- may change tense
- includes descriptive language to enhance the story
- may include a complication involving the main character; conflict; points of view.

Purpose: the author is telling a story/retelling events to entertain or to teach.

Personal writing

Personal writing:

- uses a personal voice
- establishes a relationship/intimacy/empathy between the writer and the reader
- usually employs first- and/or second-person point of view; is subjective; uses informal, familiar style/register; often includes emotive language
- emphasises ideas, opinions, feelings and impressions, rather than factual, objective information
- may use the act of writing to help the author understand and unravel his/her own feelings or ideas
- may, in certain contexts, use contracted language, such as is used in speech.

Purpose: the author is conveying something personal to the reader.

Persuasive writing

Persuasive writing:

- aims to convert the reader to a particular point of view or attitude in order to convince them to act or respond in a certain way
- manipulates the reader's emotions and opinions to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer
- uses persuasive techniques strongly influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the audience and purpose in mind
- requires the choice of the most appropriate words (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary is important
- aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle techniques and/or a confidential, intimate register
- sometimes uses exaggeration, extravagant language and humour to create a conspiratorial relationship between the writer and the reader
- often uses second-person point of view for direct address and appeal
- sometimes employs direct speech and questions to intensify the relationship with the audience
- may use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Purpose: the author is taking a stance and trying to persuade the reader.

Appendix 4 – Language learning and communication strategies

Language learning and communication strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections.

The following list is not intended to be complete or comprehensive but is provided as support only. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Purpose of strategy	Strategies
To support language learning and acquisition	• read, listen to and view texts in Modern Greek
	• connect with a proficient speaker of Modern Greek
	• learn vocabulary and set phrases in context
	• explain own understanding of a grammar rule or language pattern to someone else
	• use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning
	• make connections with prior learning
To make meaning from texts	• listen and determine essential information from key words
	• work out meaning of familiar and unfamiliar language by applying rules
	• make links between English and Modern Greek texts
	• analyse and evaluate information and ideas
	• scan texts, highlight key words and select appropriate information
	• recognise the attitude, purpose and intention of a text
	• use information in a text to draw conclusions
	• summarise text in own words or reorganise and re-present the information
	• reflect on cultural meanings, including register and tone
To produce texts	• read a question and determine the topic, audience, purpose, text type and kinds of writing
	• manipulate known elements in a new context to create meaning in written forms
	• structure an argument and express ideas and opinions
	• use synonyms for variety in sentences, and conjunctions to link sentences
	• organise and maintain coherence of written text
	• evaluate and redraft written texts to enhance meaning
	• proofread text once written

Purpose of strategy	Strategies
To engage in spoken interaction	• connect with speakers of Modern Greek and practise speaking the language
	• use oral clues to predict and help with interpreting meaning
	• ask for clarification and repetition to assist understanding
	• manipulate known elements in a new context to create meaning in spoken forms
	• structure an argument and express ideas and opinions
	• use cohesive devices, apply register and grammar, and use repair strategies to practise Modern Greek

