Modern Greek 2019 v1.1

General Senior External Examination Syllabus

This syllabus is for implementation in 2019.

Queensland Government | Queensland Curriculum & Assessment Authority

For all Queensland schools

200874

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1 Course overview

1.1 Introduction

1.1.1 The language

The language to be studied and assessed is the modern standard version of Greek. Candidates are expected to know that dialects and language variations exist, but they are not required to study them.

1.1.2 Scope of study

Modern Greek focuses on participation in interpersonal communication, interpreting the language of other speakers and presenting information and ideas in Greek on a range of themes and topics. Candidates develop and extend skills in listening, speaking, reading, writing and viewing in Greek in a range of contexts and develop cultural understanding in interpreting and creating language.

Candidates develop their understanding of the relationships between language and culture in new contexts and consider how these relationships shape communities. Throughout the study candidates are given opportunities to make connections and comparisons based on personal reflections about the role of language and culture in communication and in personal identity.

1.1.3 Rationale

The study of Greek contributes to candidates' personal development in a range of areas including communication skills, intercultural understanding, cognitive development, literacy and general knowledge. Learning and using an additional language encourages candidates to examine the influences on their perspectives and society and to consider issues important for effective personal, social and international communication. It enables candidates to examine the nature of language, including their own, and the role of culture in language, communication and identity. By understanding the process of language learning, candidates can apply skills and knowledge to other contexts and languages. Learning a language engages analytical and reflective capabilities and enhances critical and creative thinking.

The study of a specific language exposes candidates to different experiences and perspectives at a personal level. It encourages candidates to be open to different ways of thinking, acting and interacting in the world, even beyond the language being studied and their own language. A broad range of social, economic and vocational opportunities result from study in a second language. Candidates are able to engage with Greek-speaking communities in Australia and internationally in a variety of endeavours.

Modern Greek is the official language of Greece and Cyprus. It is spoken throughout the world wherever there are Greek communities. It is one of the languages of the European Union and an Australian community language.

The standard version of Modern Greek is the demotic form of the written and spoken language and is the official language taught worldwide. It is an alphabetic (non-Roman) language 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. It is shaped by over 3000 years of historical, linguistic and cultural continuity and gives expression to a rich and varied history and culture, encapsulating two great historical traditions: the Classical and the Byzantine.

The heritage of ancient Greece forms the basis of Western civilisation and has been integral to European thought. It continues to influence such fields of human endeavour as the arts, architecture, literature, philosophy, politics and the sciences. Many concepts in these fields derive from the classical period, and many others are labelled with terms derived from the Greek language.

The heritage of Greek Byzantium has particularly influenced Russia, various Balkan countries, and countries around the eastern Mediterranean and the Black Sea. It helped give impetus to the Renaissance in Western Europe. Today, the Byzantine influence is most visible in the art, architecture, music, ritual and theology of Eastern Orthodox Christianity.

One of the major characteristics of the extensive Greek Diaspora is the maintenance of the Greek language and culture wherever there are Greek communities. Modern Greek is a widely used language in Australia and the ability to communicate in Greek allows candidates to engage with Greek-speaking communities in Australia and internationally.

Assumed knowledge, prior learning or experience

This syllabus is designed for candidates who wish to study Modern Greek as an additional language and who have studied the P–10 Australian Curriculum: Modern Greek or similar. Other candidates with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.

Pathways

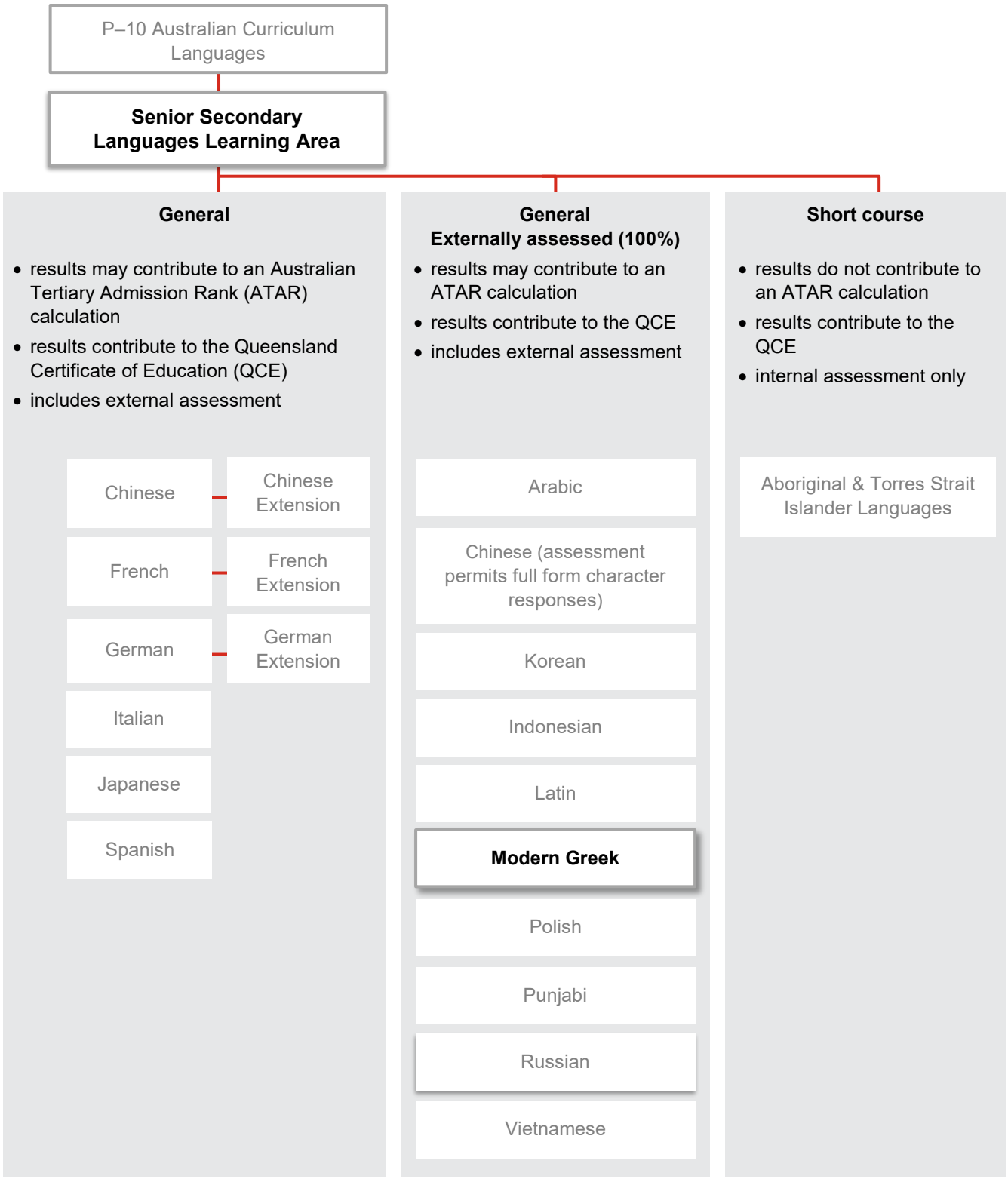
Modern Greek is a General externally assessed subject suited to candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Greek provides candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

1.1.4 Learning area structure

All learning areas build on the P–10 Australian Curriculum.

Figure 1: Learning area structure



1.1.5 Course structure

Modern Greek is a course of study consisting of four units. Subject matter, learning experiences and assessment should increase in complexity from Units 1 and 2 to Units 3 and 4. Each unit deals with language and specific content contained in the areas of study and is designed to enable candidates to achieve a set of objectives for that unit. Each objective is described in terms of the key knowledge and skills candidates are required to demonstrate.

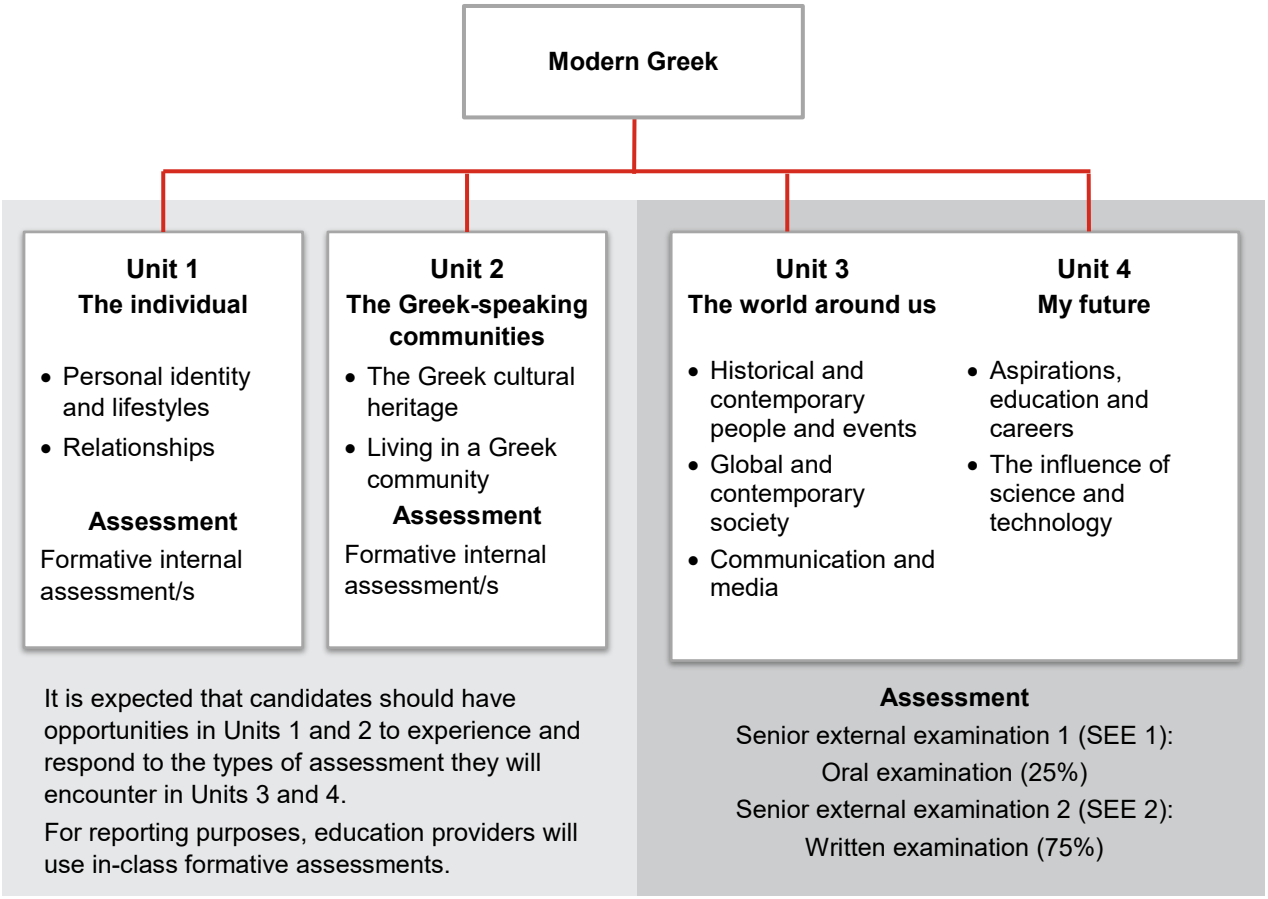
Units 1 and 2 provide foundational learning, which allows candidates to experience the syllabus objectives and begin engaging with the course subject matter. It is expected that candidates should complete Units 1 and 2 before beginning Unit 3. Units 3 and 4 consolidate candidate learning. It is recommended that Unit 3 be completed before Unit 4.

Only the results from the oral and written external assessments conducted at the completion of Unit 4 will contribute to ATAR calculations.

Figure 2 outlines the structure of this course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning. Time allocation depends on the method of study. Candidates who elect to study without systematic tuition must organise their time according to syllabus requirements and individual circumstances.

Figure 2: Course structure



1.2 Teaching and learning

1.2.1 Syllabus objectives

The syllabus objectives outline what candidates have the opportunity to learn. Assessment provides evidence of how well candidates have achieved the objectives.

Syllabus objectives inform unit objectives, which are contextualised for the subject matter and requirements of the unit.

Syllabus objectives are described in terms of actions that operate on the subject matter. Candidates are required to use a range of cognitive processes in order to demonstrate and meet the syllabus objectives. These cognitive processes are described in terms of four levels: retrieval, comprehension, analytical processes (analysis), and knowledge utilisation, with each process building on the previous processes (see Marzano & Kendall 2007, 2008). That is, comprehension requires retrieval, and knowledge utilisation requires retrieval, comprehension and analytical processes (analysis).

By the conclusion of the course of study, candidates will:

Syllabus objective	Unit 1	Unit 2	Unit 3	Unit 4
1. exchange meaning in a spoken interaction in Greek	•			
2. interpret information from two texts on the same sub-topic presented in Greek, and respond in writing in Greek and in English	•			
3. present information, concepts and ideas in writing in Greek on the selected sub-topic and for a specific audience and purpose	•			
4. respond in writing in Greek to spoken, written or visual texts presented in Greek		•		
5. analyse and use information from written, spoken or visual texts to produce an extended written response in Greek		•		
6. explain information, ideas and concepts orally in Greek to a specific audience about an aspect of culture within communities where Greek is spoken		•		
7. participate in a spoken exchange in Greek to resolve a personal issue			•	
8. interpret information from texts and write responses in Greek			•	
9. express ideas in a personal, informative or imaginative piece of writing in Greek			•	
10. share information, ideas and opinions in a spoken exchange in Greek				•
11. analyse information from written, spoken and viewed texts for use in a written response in Greek				•
12. present information, concepts and ideas in evaluative or persuasive writing on an issue in Greek.				•

1.2.2 Underpinning factors

There are three skill sets that underpin senior syllabuses and are essential for defining the distinctive nature of subjects:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying Greek content
- numeracy — the knowledge, skills, behaviours and dispositions that candidates need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills candidates need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

These skill sets, which overlap and interact, are derived from current education, industry and community expectations. They encompass the knowledge, skills, capabilities, behaviours and dispositions that will help candidates live and work successfully in the 21st century.

Together these three skill sets shape the development of senior subject syllabuses. Although coverage of each skill set may vary from syllabus to syllabus, candidates should be provided with opportunities to learn through and about these skills over the course of study. Each skill set contains identifiable knowledge and skills that can be directly assessed.

Literacy in Modern Greek

Literacy is the set of knowledge and skills about language and texts that is essential for understanding and conveying information in Greek. Ongoing systematic teaching and learning focused on the literacy knowledge and skills specific to Greek is essential for candidate achievement. This includes knowledge of the nature and structure of characters, with reasonable form, shape and proportion. Effective communication also requires knowledge of accurate spacing, punctuation, spelling and writing conventions.

Candidates need to learn and use the knowledge and skills of reading, viewing and listening to understand and acquire the Greek language. Candidates need to learn and use the knowledge and skills of writing, composing and speaking to convey information in Greek.

To understand and use literacy skills in Modern Greek, teaching and learning strategies include:

- comprehending language and texts to make literal and inferred meanings from Modern Greek texts
- using Greek in educational settings, real-world and/or lifelike contexts to progress their own learning.

To analyse and evaluate Modern Greek texts, teaching and learning strategies include:

- using Greek to convey ideas and information in particular ways to suit audience and purpose
- analysing the ways language is used to convey ideas and information in Modern Greek texts
- drawing conclusions about the purpose and audience of Modern Greek texts.

These aspects of literacy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter for Modern Greek.

Numeracy in Modern Greek

Numeracy is about using mathematics to make sense of the world and applying mathematics in a context for a social purpose.

Numeracy encompasses the knowledge, skills, behaviours and dispositions that candidates need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

Although much of the explicit teaching of numeracy skills occurs in Mathematics, being numerate involves using mathematical skills across the curriculum. Therefore, numeracy development is an essential component of teaching and learning across the curriculum.

To understand and use numeracy skills in Modern Greek, teaching and learning strategies include:

- identifying specific mathematical information in Modern Greek texts
- providing learning experiences and opportunities that support the application of candidates' general mathematical knowledge and problem-solving processes
- communicating and representing the language of numeracy in teaching, as appropriate.

These aspects of numeracy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter.

21st century skills

The 21st century skills identified in the following table reflect a common agreement, both in Australia and internationally, on the skills and attributes candidates need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

21st century skills	Associated skills	21st century skills	Associated skills
critical thinking	• analytical thinking • problem-solving • decision-making • reasoning • reflecting and evaluating • intellectual flexibility	creative thinking	• innovation • initiative and enterprise • curiosity and imagination • creativity • generating and applying new ideas • identifying alternatives • seeing or making new links
communication	• effective oral and written communication • using language, symbols and texts • communicating ideas effectively with diverse audiences	collaboration and teamwork	• relating to others (interacting with others) • recognising and using diverse perspectives • participating and contributing • community connections

21st century skills	Associated skills	21st century skills	Associated skills
personal and social skills	• adaptability/flexibility • management (self, career, time, planning and organising) • character (resilience, mindfulness, open- and fair-mindedness, self-awareness) • leadership • citizenship • cultural awareness • ethical (and moral) understanding	information & communication technologies (ICT) skills	• operations and concepts • accessing and analysing information • being productive users of technology • digital citizenship (being safe, positive and responsible online)

Modern Greek helps develop the following 21st century skills:

- critical thinking
- communication
- personal and social skills
- creative thinking
- collaboration and teamwork
- information & communication technologies (ICT) skills.

These elements of 21st century skills are embedded in the syllabus objectives, unit objectives and subject matter for Modern Greek.

1.2.3 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation in Australia. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland educational settings should provide opportunities for candidates to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal candidates and Torres Strait Islander candidates are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing candidate achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Languages foster and sustain cultures, identities and communities. Through the study and acquisition of an additional language, candidates learn to value other identities and cultures as well as their own.

As the custodians of Australia's first languages, Australian Aboriginal peoples and Torres Strait Islander peoples are important members of the Australian community, whose cultures and perspectives have been sustained for over 50 000 years. For students of Greek, study that recognises the diversity and specificity of Aboriginal identities and Torres Strait Islander identities — through histories, traditional and contemporary cultures, lifestyles and values — provides further insight into the complexity and uniqueness of Australian identity in the present day.

When learning Greek, the context of the local area and community must be considered. The place of Aboriginal cultures and languages and Torres Strait Islander cultures and languages should be acknowledged, and authentic connections to Aboriginal communities and Torres Strait Islander communities made. Candidates can explore Aboriginal perspectives and Torres Strait Islander perspectives in a number of contexts, such as lifestyle, leisure, travel, roles and relationships, and groups in society.

1.2.4 Pedagogical and conceptual frameworks

Language acquisition occurs in communicative contexts: communication encompasses the exchange and negotiation of meaning, drawing on awareness of intercultural understanding and cultural conventions.

Candidates acquire language through the purposeful and meaningful use of that language. Exchanges of information and ideas are authentic and relevant; candidates practise receptive, interactive and productive exchanges of information in communicative and age-appropriate contexts. Through engagement with a range of Modern Greek texts, candidates will demonstrate communicative and cognitive facility and a capacity to create and comprehend texts in Modern Greek.

The syllabus objectives for Modern Greek are interrelated and interdependent. They reflect the nature of Greek language acquisition in a communicative and cultural context. To effectively engage candidates in exchanging ideas, information and opinions, the teaching and learning experiences for Modern Greek need to encompass a variety and range of modes, media and formats. Candidates are encouraged to interact in Greek as the language of the educational setting. Active language use, in a variety of meaningful everyday situations and contexts, fosters an understanding and appreciation of Greek language, culture, and their interrelationships.

Teaching and learning experiences should support candidate engagement. Exchanges in and engagement with Greek are meaningful when teaching and learning experiences allow for:

- retrieval of knowledge of language elements, grammatical items and textual conventions to understand and create texts
- consideration of context and cultural conventions to construct and engage with a range of written, spoken and visual text types
- development and organisation of information in a cohesive manner to communicate, explain and transmit ideas and demonstrate intercultural understanding
- synthesis of knowledge and skills to generate and sustain the exchange of meaning
- use of linguistic, textual and cultural knowledge for the analysis and creation of texts
- interpretation, analysis, comparison and evaluation of information and ideas to draw conclusions and justify opinions in responding to texts
- identification of information, ideas and textual elements to develop points of view
- recognition and appreciation of variations within languages that reflect cultural and community diversity.

Education providers and candidates should develop learning experiences that allow candidates the opportunity to:

- analyse texts
- create texts
- exchange information and ideas.

These opportunities should cover unit objectives contextualised to the subject matter and requirements of each unit.

Education providers and candidates should ensure that there is a balance of:

- modes
- subject matter
- objectives.

Candidates should engage with:

- listening, reading and viewing, with responses to
  - short items in English and Greek
  - extended responses, paragraphs and/or short sentences in English and/or Greek
- speaking and writing, with responses
  - in a wide variety of text types for each mode
  - across the different media or forms of technology, where possible
  - in Greek to Greek stimulus texts
- exchanges of information in Greek.

In this way, each candidate develops their capacity to listen, read, speak, view and write in Greek. Because candidates develop the capacity to listen, read, speak, view and write in Greek unevenly, it is important that opportunities to demonstrate analysis, evaluation, drawing conclusions and the justification of opinions, ideas and perspectives be provided through responses in both English and Greek.

Education providers or candidates develop a course of study that balances learning and assessment so that candidates can easily move between the experiences in an educational setting and assessment of those experiences. This will allow education providers or candidates to identify the most appropriate ways to improve language acquisition and monitor individual performance in relation to the syllabus objectives.

1.3 Cross-study specifications

For the purposes of this syllabus the following specifications apply across all units. Details of the scope of each specification are provided in the unit overviews and in the introduction to the relevant areas of study.

Themes and topics are prescribed and create a framework of content for the activities and tasks that candidates undertake for the areas of study in each unit. Language content suited to the level and scope of the themes and topics is also specified and includes grammar, text types and writing styles that candidates are expected to be familiar with by the end of Unit 4. There is no prescribed order in which this learning should occur.

1.3.1 Communicating and understanding languages and cultures

Language study is underpinned by the concepts of communicating and understanding languages and cultures. There are five macro skills that inform all language use: listening, speaking, reading, writing and viewing. Connections, comparisons and communities provide the context for learning each specific language while the interpersonal, interpretive and presentational contexts define the ways in which candidates use the language they are studying. The integration of these contexts through the teaching and learning program enables candidates to develop their understanding and skills in the language.

Communicating

This subject requires communication in Greek in a variety of situations and for multiple purposes. These purposes include socialising, exchanging information, creating texts, interpreting from one language to another and reflecting on language experiences to improve communication in the future.

Interpersonal communication

Interpersonal communication requires interaction with other speakers of the language in oral or written form. Information is exchanged in a manner that is accessible to others, offers coherent views and stimulates reasoned responses in Greek in a range of contexts.

Interactions will relate to the themes and topics selected for the unit and may include text types such as a conversation, email exchange, letter, participation in a debate, telephone call, text message or discussion.

Interpretive communication

Interpretive communication requires the location, interpretation and analysis of information obtained in Greek. The content is drawn from the themes and topics selected for the unit, and includes listening and reading texts and may include visual materials that reflect some aspect of language or culture.

Presentational communication

Content related to the themes and topics selected for the unit is presented to a specified audience in oral or written form in Greek, and may include visual, movement or musical elements. In Units 1 and 2, the presentation focus is on introducing cultural aspects associated with Greek-speaking communities to a specific audience, through narration, recounting and explaining in an informative and engaging way. In Units 3 and 4, the focus is on integrating concepts, information and ideas from a range of sources, and presenting them to persuade an audience, to reflect and express ideas, explain a point of view or evaluate information.

1.3.2 Understanding languages and cultures

Understanding languages and cultures requires an investigation of the roles of language and culture in shaping meaning and reflection on the practices, cultural products and perspectives of the cultures of Greek-speaking communities.

Connections

The study of any language provides access to additional information on new and familiar topics, including those of immediate interest and relevance to candidates. Within the themes and topics selected for each unit, candidates are encouraged to draw on perspectives and ways of thinking and acting in the world which complement what they have learned in their own language from other disciplines, research or informal sources.

Intercultural awareness requires candidates to reflect on the ways that culture influences how language is used and received. Candidates consider the process of learning another language, investigating another culture or participating as a global citizen in areas such as travel, tourism, work, economic activity or research.

Comparisons

Comparisons are undertaken between Greek and other languages, including English, to reflect on the dynamic nature of language, the notion of language as a system, limitations on equivalence between languages and the interplay between language, culture and the individual.

Language is used to reflect on and explain the similarities and differences between the cultures studied and the candidate's own culture/s.

Communities

Within the themes and topics selected for each unit, candidates investigate a variety of cultural products and practices and their use or role in Greek-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include the following: stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals. Candidates identify aspects of cultural products or practices that originate in or are influenced by the language and cultures of Greek-speaking communities in their own lives.

1.4 Subject matter

Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for candidates' learning and engagement with Greek. It is particular to each unit in the course of study and provides the basis for candidate learning experiences. Subject matter has a direct relationship to the unit objectives, but is more specific.

Candidates acquire Greek through engagement with the subject matter — expressed as key knowledge and key skills — using the mandatory grammatical items to respond to and create texts in relation to the unit themes and topics.

The subject matter and assessment in this syllabus requires candidates to use Greek. This is an iterative process. Across the four units, candidates should be given the opportunity to understand and create a wide range of text types.

Resources related to subject matter should support a candidate's acquisition of Greek and understanding of the culture of Greek people and Greek-speaking communities. Therefore, resources and stimulus texts should be authentic; however, texts may be adapted for use in the educational setting to allow candidates access to ideas and information where expressions are beyond the language acquisition level of a cohort.

An integrated approach to teaching subject matter should be incorporated into the analysis and creation of texts in Modern Greek. In a communicative language acquisition course, language elements and grammatical items should not be taught discretely but should be integrated into the creation and analysis of Greek texts.

A candidate's acquisition of communicative Greek will allow the cumulative engagement with subject matter to be demonstrated through analysis and evaluation of ideas and information in texts and through the creation of texts that convey and exchange meaning.

Unit duration is provided as advice for educational settings or candidates to inform the depth and balance of coverage of each topic covered. Examples are provided as guidance for resource selection and are not exhaustive.

While education providers may use in-class formative assessment addressing specific topics, it is expected that candidates will demonstrate their knowledge and skills in the external assessment.

1.4.1 Prescribed themes and topics

There are three prescribed themes that must be covered over the course of study:

- The individual
- The Greek-speaking communities
- The world around us.

Each of these themes has a number of prescribed topics with some suggested sub-topics. All the themes and topics are to be studied over the course of Units 1–4.

The placement of the 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 are provided to guide the candidate and teacher as to how topics may be treated.

The individual	The Greek-speaking communities	The world around us
Topic: Personal identity and lifestyles Suggested sub-topics: • cultural identity • language identity and intercultural connections • rights and responsibilities • personal opinions and values • adolescence • daily life • health and wellbeing • leisure • tourism and travel.	**Topic: The Greek cultural heritage** Suggested sub-topics: • myths and legends • the arts • contribution to Western civilisation • customs and traditions • folklore • regional variations • festivals, celebrations and entertainment.	**Topic: Global and contemporary society** Suggested sub-topics: • global citizenship • urbanisation • globalisation • volunteering • cultural diversity • international migration • poverty and famine • linguistic dominance.
Topic: Relationships Suggested sub-topics: • family and friends • school • social and work relationships • peer group pressure • neighbourhood and community relationships through social media • pets.	**Topic: Historical and contemporary people and events** Suggested sub-topics: • important historical events (e.g. Greek Revolution, the Asia Minor Catastrophe, Greece in World War I and II, the Greeks of the Black Sea, the Civil War, the place of Greece in the European Union) • Cyprus — a journey through time • important historical figures • famous contemporary Greeks in a selected field of endeavour (e.g. the arts, sciences, sports, business).	**Topic: Communication and media** Suggested sub-topics: • the internet and social media • news media and its influence • bias in media • censorship • advertising and its impact • responsible use of social media.
Topic: Aspirations, education and careers Suggested sub-topics: • future aspirations • hopes and concerns • challenges and goals • experiences of schooling • career choices • employment opportunities and unemployment • jobs of the future • lifelong learning • flexible work practices • work–life balance.	**Topic: Living in a Greek community** Suggested sub-topics: • living in Greece/Cyprus • living in the Greek Diaspora (past and present) • early and post-war Greek migration to Australia • the migrant experience • immigrants in contemporary Greece/Cyprus.	**Topic: The influence of science and technology** Suggested sub-topics: • innovations in science and technology • environmental issues • renewable energy • smart houses • impact of information technology on society • sustainability • the human impact on nature.

1.4.2 Text types

Candidates come into contact with a wide range of texts when undertaking the study of Greek and practise listening, speaking, reading, writing and viewing skills through texts of all types. The texts used by candidates to practise receptive language skills (listening, reading and viewing) should be chosen for their suitability to develop candidates' learning in the selected sub-topics for each unit. The demands on candidates are greater when producing original texts (spoken or written). Productive activities must be appropriate to the level of language learning of the candidates. For the purpose of this study, viewed texts may include photographs, pictures, posters, films or film clips, captioned illustrations or maps related to the sub-topic. It is important that candidates have an awareness of the features, context, purpose and audience of each text used and the text type in general.

The text types that candidates can reasonably be expected to produce by the completion of this study include:

- advertisement
- announcement
- article
- biography
- blog
- discussion
- email
- interview
- invitation
- journal entry
- letter (formal or informal)
- message
- news item
- note
- personal account
- report
- résumé
- review
- roleplay
- script of a speech or talk
- story
- summary

Main characteristics of text types

The following general characteristics are provided as a guide. They are not intended to be exhaustive but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
advertisement	topic/product name; content (factual and persuasive information); register; style; layout
article (magazine)	title; content (language of opinion, informative); author; register; style; layout
article/news item (newspaper)	title; content (language of opinion, informative); author; register; style; layout
autobiographical extract	title; content (personal, informative, reflective); author; register; style; layout
biography (extract)	title; content (informative, reflective); author; register; style; layout
blog	headings/sub-headings; date; structure; content (commentary); register; style; layout
brochure/leaflet	topic; content (factual and persuasive information); heading/sub-headings; register; style; layout
editorial	title/heading; structure; content (descriptive, language of opinion); register; style; layout

Text types	Identifiable features
email	recipient's email address; subject line; date; salutation; body (content); signing off; register; style; layout
essay	title; content (descriptive, language of opinion, informative); author; register; style; layout
invitation	statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout
journal entry	date/place/time (as appropriate); structure (related to sequence of thought, events of importance); opening (often an evaluative comment); content (information/reflection/evaluation); conclusion; register; style; layout
letter/postcard (informal)	address; date; salutation; greeting; body (content); farewell; signing off; register; style; layout
letter (formal)	address; date; salutation; greeting; body (content); farewell; signing off; register; style; layout
message	date; salutation; body (content); farewell; signing off; register; style; layout
note	salutation; content (short and clear); farewell
personal profile	title (name)/heading; content (factual information); headings/sub-headings; register; style; layout
report	topic; structure (introduction, body, conclusion); content (factual); use of evidence (when relevant); author; register; style; layout
résumé	title; content (factual information); register; style; layout
review	topic; structure; content (opinion, reaction); author; register; style; layout
script	title/topic; structure; content; register; style; layout
story, short story	title/topic; structure; content (creative); author; register; style; layout

1.4.3 Writing styles

Candidates are expected to be able to produce different styles of writing. Writing styles include personal, imaginative, persuasive, informative and evaluative.

While candidates need to be aware of the general features of the writing styles, teaching and learning activities should clearly define the context, purpose and audience to provide direction for candidates on managing the writing style required for each activity.

Main characteristics of different writing styles
Personal writing: • creates a sense of person/personality for the writer in the reader's mind • establishes a relationship between the writer and the reader • usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language • emphasises ideas, opinions, feelings and impressions, rather than factual, objective information • uses the act of writing to help the author understand and unravel their own feelings or ideas • may, in certain contexts, use contracted language, such as is used in speech.
Imaginative writing: • uses the writer's creativity and imagination to entertain the reader • 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 lengths, 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.
Persuasive writing: • aims to convince readers about an idea, opinion or a course of action in order to achieve a desired outcome • persuasive techniques chosen are 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 particular audience and purpose in mind • requires choice of the best word, so range of vocabulary and dictionary technique are important • sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader • often uses the second person 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.
Informative writing: • aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible • usually uses objective style and impersonal expressions • normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming 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) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct) • 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.

Main characteristics of different writing styles
Evaluative writing: • aims to reach a conclusion 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; creation of an impression of balance and impartiality is essential • often includes expressions of cause, consequence, opposition and concession.

1.4.4 Text selection

Text selection is an educational provider–based decision and should reflect the interests and needs of candidates.

Throughout the course of study, candidates should be provided with opportunities to engage with a wide range of texts to encourage their development as language learners and users. Texts selected for the course of study may be analytical, descriptive, informative, narrative, persuasive, satirical and comedic or transactional texts.

There should be a range and balance in the texts that candidates read, listen to and view, and that embody the intercultural nature of language. The course should include texts designed for different purposes and audiences and delivered through different media.

1.4.5 Vocabulary

While there is no prescribed vocabulary list, it is expected that candidates will be familiar with a range of vocabulary and idioms relevant to the themes and topics prescribed in the course of study. Candidates should be encouraged to use dictionaries. It is expected that teachers will assist candidates to develop the necessary skills and confidence to use dictionaries effectively.

Use of dictionaries

Dictionaries are an important tool in the acquisition of a language. Knowing how to use a dictionary is a necessary skill for learners of a language. The use of a dictionary is one of the problem-solving strategies employed by language learners and is useful for mediating conceptual meaning. Dictionaries may also be used for confirming literal meaning where a word or phrase is not known by a candidate. Dictionaries are important for maintaining communication in exchanges of information, but their use should not hinder or impede the immediacy and spontaneity of an exchange.

Information on the use of dictionaries in the external examinations is provided in Sections 5.4.1 and 5.4.6.

Educational providers or candidates can determine the dictionary to be used for formative assessments.

1.4.6 Grammar

Candidates are expected to recognise and use the following grammatical items.

Grammatical items	Examples in Greek
Articles	
• definite and indefinite article, use and omission	—
Article agreement	
• with declinable forms of speech, e.g. noun, adjective, participle	—
Nouns	
• types: proper, common	—
• gender: masculine, feminine, neuter	—
• number: singular, plural	—
Case	
• inflectional categories and their uses: nominative, genitive, accusative, vocative	—
• inflectional models	ο αγώνας, ο ταμίας, ο φύλακας ο ναύτης, ο νικητής ο σφουγγαράς, ο νοικοκύρης ο τραγουδιστής ο καφές, ο παππούς ο ουρανός, ο δρόμος, ο άγγελος, ο κατήφορος,

Grammatical items	Examples in Greek
	ο πρύτανης, ο μυς, ο κουρέας η καρδιά, η ώρα, η θάλασσα η ελπίδα, η ταυτότητα η ψυχή, η νίκη, η ζάχαρη η σκέψη, η δύναμη η αλεπού, η γιαγιά η οδός, η μέθοδος το βουνό, το βιβλίο, το σύννεφο το παιδί, το καλοκαίρι το δάσος, το πέλαγος το γράμμα, το όνομα το γράψιμο το φως το κρέας, το γήρας το γάλα το παν, το σύμπαν το μηδέν, το προϊόν το περιβάλλον, το καθήκον
• indeclinables	το ρεκόρ, το τραμ, το σπορ, το πάρτι
Pronouns	
• personal (weak and strong forms)	εγώ, εσύ, αυτός, αυτή, αυτό μου, σου, του, της, του με, σε, τον, τη(ν), το
• possessive (weak and strong forms)	δικός μου, δική μου, δικό μου μου, σου, του, της, του
• demonstrative	αυτός, αυτή, αυτό εκείνος, εκείνη, εκείνο, τέτοιος, τέτοια, τέτοιο, τόσος, τόση, τόσο (ε)τούτος, -η, -ο
• reflexive	ο εαυτός μου, σου, του, της
• interrogative	ποιος, ποια,ποιο πόσος, πόση, πόσο τι τίνος
• definite	ο ίδιος, η ίδια, το ίδιο μόνος μου, μόνη μου, μόνο μου
• indefinite	κανένας/κανείς, καμία/καμιά, κανένα, κάποιος, κάποια, κάποιο, άλλος, άλλη, άλλο, καθένας, καθεμία/καθεμιά, καθένα,

Grammatical items	Examples in Greek
	αρκετοί, αρκετές, αρκετά, μερικοί, μερικές, μερικά, τίποτε/τίποτα, ο, η, το τάδε, κάτι, κάθε
• relative	όποιος, όποια, όποιο, οποιοσδήποτε, οποιαδήποτε, οποιοδήποτε ο οποίος, η οποία, το οποίο, όσος, όση, όσο οσοσδήποτε, οσηδήποτε, οσοδήποτε ό,τι, οτιδήποτε, που
Adjectives	
• inflectional models	ο καλός, η καλή, το καλό ο όμορφος, η όμορφη, το όμορφο ο ωραίος, η ωραία, το ωραίο ο πλούσιος, η πλούσια, το πλούσιο ο γλυκός, η γλυκιά, το γλυκό ο βαθύς, η βαθιά, το βαθύ ο διεθνής,η διεθνής, το διεθνές ο σταχτής, η σταχτιά, το σταχτί ο ζηλιάρης, η ζηλιάρα, το ζηλιάρικο ο υπναράς, η υπναρού, το υπναράδικο ο ενδιαφέρων, η ενδιαφέρουσα, το ενδιαφέρον ο απών, η απούσα, το απόν, ο μετριόφρων/μετριόφρονας, η μετριόφρων, το μετριόφρον
• irregular adjective	ο πολύς, η πολλή, το πολύ
Degree	
• positive, comparative, relative and absolute superlative in monolectic (– τερος, – τατος)	ψηλός, ψηλότερος, ψηλότατος
• periphrastic forms (πιο, ο πιο)	ψηλός, πιο ψηλός, ο πιο ψηλός / πολύ ψηλός
• adjectival agreement and position	ο καλός μου φίλος, ο κόσμος ο σημερινός, ο σκληρός αγώνας, η εθνική οδός
Prepositions	
• —	με, από, για, αντί, παρά, σε, ως, προς, μετά

Grammatical items	Examples in Greek
• prepositions followed by the strong and weak forms of personal pronouns	μεταξύ του Γιώργου και της Άννας, εναντίον των εχθρών, υπέρ της ομάδας, κατά του πολέμου
• prepositions taking the genitive case	μεταξύ του Γιώργου και της Άννας, εναντίον των εχθρών, υπέρ της ομάδας, κατά του πολέμου
• prepositions taking the accusative case	από το πρωί, με τον πατέρα μου, για τη δουλειά, σε περίπτωση
• in expressions of time	στις δέκα, επί μία ώρα, προς το τέλος, ως το βράδυ
Conjunctions	
—	και αλλά, αν και, ενώ, όμως, ωστόσο ή, είτε λοιπόν, ώστε, άρα, επομένως δηλαδή όταν, αφού, ώσπου επειδή, γιατί, αφού
Numerals	
• cardinal	ένα, δύο, τρία
• ordinal	πρώτος, δεύτερος
• fractions	μισός χρόνος, ενάμισης χρόνος, τεσσερισήμισι μέρες, ένα τέταρτο
• multiples	διπλός, διπλάσιος
• collective	τριάδα, δωδεκάδα
• approximate	δεκαριά, πενηντάρης
Verbs	
• inflectional models	δένω, αγαπώ, θεωρώ, θυμάμαι βλέπω – είδα, πίνω – ήπια
• person and number	—
• aspect: continuous (imperfective), simple (perfective)	—
Tense	**Active** **Passive**
present	λύνω λύνομαι
imperfect	έλυνα λυνόμουν(α)
future simple	θα λύσω θα λυθώ
future continuous	θα λύνω θα λύνομαι
past simple	έλυσα λύθηκα

Grammatical items	Examples in Greek
perfect pluperfect future perfect	έχω λύσει έχω λυθεί είχα λύσει είχα λυθεί θα έχω λύσει θα έχω λυθεί
• voice: active, passive	—
• reflexive (middle voice)	πλένομαι
• impersonal	πρέπει, μπορεί
• deponent	αισθάνομαι, δέχομαι, ονειρεύομαι
• mood: indicative, subjunctive, imperative (monolectic and periphrastic)	κάνεις – να κάνεις – κάνε – ας κάνουμε
• infinitive	—
• transitive	πληρώνω
• intransitive	τρέχω, περπατώ
Participles	
• present active	γελώντας, λέγοντας
• present medio-passive	θερμαινόμενος, κυμαινόμενος ιπτάμενος
• passive perfect	στενοχωρημένος, αγαπημένος
• inflectional models	δένω, αγαπώ, θεωρώ, θυμάμαι βλέπω – είδα, πίνω – ήπια
• negation	δεν + verb form
Adverbs	
• formation in – α and/or – ως from adjectives	καλά, σαφώς
• adverbs of time, manner, place and quantity	νωρίς, ακριβώς, εκεί, πολύ, πού, πώς
• adverbs with personal pronouns	μαζί μας
• degrees of adverbs	καλά, καλύτερα, πολύ καλά/άριστα
Syntax	
• sentence (main and subordinate clauses)	—
• sentence (affirmative, interrogative, negative)	—
• direct and indirect speech	—
Accentuation	
• monotonic system of accentuation	—

1.5 Assessment — general information

Assessments are formative in Units 1, 2 and 3, and summative at the end of Unit 4.

Assessment	Unit 1	Unit 2	Unit 3	Unit 4
Formative assessments	•	•	•	
Senior external examination 1 (SEE 1) (Oral examination)				•
Senior external examination 2 (SEE 2) (Written examination)				•

1.5.1 Formative assessments

The sequencing, scope and scale of formative assessments are matters for each education provider or individual candidate to decide. If this syllabus is delivered in a school setting, teachers are encouraged to use the A–E descriptors in the reporting standards (Section 1.6) to provide formative feedback to candidates and to report on progress.

1.5.2 Summative assessment — Unit 4

Candidates will complete a total of **two** summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the candidate's result in this subject.

The summative external assessment provides the evidence of achievement for a candidate's profile.

External assessment is common to all candidates and is administered under the same conditions at the same time and on the same day.

The external examination is held in either October or November of each year.

The end-of-year examinations are:

- an oral examination
- a written examination.

In 2020, the examination will test a representative sample of the relevant key knowledge and key skills from Units 3 and 4.

The external assessment results will contribute 100% towards a candidate's result in Modern Greek.

The oral and written examinations will be set by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA) and marked by assessors from the VCAA.

Notes:

- The information in this section will be updated at a later date, in accordance with the revised *VCE Greek Study Design*, Units 3 and 4, 2020–2023.
- The examination specifications and conditions in this syllabus version (*General Senior External Examination Syllabus Greek 2019 v1.1*) are the adjusted VCAA oral and written examination specifications for 2020 only.

1.6 Reporting standards

Reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A–E). They reflect the cognitive taxonomy and objectives of the course of study.

The primary purpose of reporting standards is for twice-yearly reporting on candidate progress. These descriptors can also be used to provide formative feedback to candidates.

Reporting standards

A
The candidate, in responding to texts in a range of contexts, demonstrates thorough comprehension of information, ideas, opinions and experiences in Greek. Tone, purpose, context and audience are identified to infer valid and justifiable meaning, values and attitudes. Discerning analysis and evaluation of information and ideas are developed to draw valid conclusions with well-substantiated justification of opinions, ideas and perspectives. The candidate, in creating texts in a range of contexts, demonstrates a discerning application of knowledge of grammatical items, structures and textual conventions to create texts that convey meaning appropriate to context, purpose, audience and cultural conventions. Information and language elements are structured, sequenced and synthesised to convey well-justified opinions, perspectives and ideas in Greek. The candidate, in exchanging meaning, uses strategies to maintain communication, demonstrating effective and contextually appropriate Greek language.
B
The candidate, in responding to texts in a range of contexts, demonstrates an effective comprehension of information, ideas, opinions and experiences in Greek. Tone, purpose, context and audience are identified to infer meaning, values and attitudes. Appropriate analysis and evaluation of information and ideas are developed to draw conclusions with justification of opinions, ideas and perspectives. The candidate, in creating texts in a range of contexts, demonstrates an effective application of knowledge of language elements, structures and textual conventions to create texts that convey meaning appropriate to context, purpose and audience. Information and language elements are structured, sequenced and synthesised to convey opinions, perspectives and ideas in Greek. The candidate, in exchanging meaning, uses strategies to maintain communication, demonstrating contextually appropriate Greek language.
C
The candidate, in responding to texts in a range of contexts, demonstrates comprehension of information, ideas, opinions and experiences in Greek. Tone, purpose, context and audience are identified to infer some meaning, values and attitudes. Analysis and evaluation of relevant information and ideas are developed to draw conclusions with some justification of opinions, ideas and perspectives. The candidate, in creating texts in a range of contexts, demonstrates application of knowledge of language elements, structures and textual conventions to create texts that convey some meaning appropriate to context, purpose and audience. Information and language elements are structured, sequenced and synthesised to convey opinions, perspectives and ideas in Greek. The candidate, in exchanging meaning, uses some strategies to maintain communication, demonstrating contextually appropriate Greek language.
D
The candidate, in responding to and creating texts in a range of contexts, demonstrates partial comprehension of Greek to understand obvious information and ideas. Some context and audience are identified to draw conclusions. Knowledge of Greek language elements, structures and textual conventions is applied to create texts that convey fragmented meaning.
E
The candidate, in responding to and creating texts in a range of contexts, demonstrates fragmented understanding of information in Greek, and fragmented application of knowledge of Greek language elements, structures and textual conventions.

2 Unit 1: The individual

2.1 Unit description

In Unit 1, candidates consider and reflect on their own and others' personal world — their everyday life and their relationships with family and friends. They communicate their understanding and experiences of relationships through the use of information and ideas in texts and language, such as formal and informal spoken language, and develop a variety of strategies to maintain communication.

The unit provides candidates with opportunities to think about their interests and how they spend their leisure time, to explore options and to compare and contrast lifestyles in Australian and Greek-speaking communities and the associated cultural values.

The subject matter engages candidates with aspects of language and textual conventions by requiring them to exchange meaning in spoken interactions in Greek; interpret information from texts in Greek, and respond in writing; and present information, concepts and ideas, in writing, in Greek.

2.1.1 Unit requirements

In this unit, subject matter is organised into two prescribed topics that require a notional 55 hours of teaching, learning and assessment in total.

Candidates develop an understanding of the language and culture/s of Greek-speaking communities through the study of three or more sub-topics chosen from the two prescribed topics listed below. **Each area of study in this unit (interpersonal communication, interpretive communication and presentational communication) must focus on a different sub-topic**. Candidates access and share useful information on the topics and sub-topics in Greek, and consolidate and extend vocabulary and grammar knowledge and language skills.

They focus on analysing cultural products or practices, including visual, spoken or written texts. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. These may include stories, poems, plays, novels, songs, films, photographs, artworks, architecture, technology, food, clothing, sports and festivals.

Candidates apply acquired knowledge of Greek culture and language to new contexts. They reflect on the interplay between language and culture and its impact on the individual's language use in specific contexts and for specific audiences.

The cross-study specifications common to Units 1–4 are detailed in Section 1.3.

2.1.2 Prescribed topics and suggested sub-topics

Unit 1 Topic 1: Personal identity and lifestyles

Suggested sub-topics:

- cultural identity
- language identity and intercultural connections
- rights and responsibilities
- personal opinions and values
- adolescence
- daily life
- health and wellbeing
- leisure
- tourism and travel.

Unit 1 Topic 2: Relationships

Suggested sub-topics:

- family and friends
- school
- social and work relationships
- peer group pressure
- neighbourhood and community relationships through social media
- pets.

2.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

1. exchange meaning in a spoken interaction in Greek related to personal identity, lifestyles and relationships
2. interpret information from two texts on personal identity, lifestyles and relationships presented in Greek, and respond in writing in Greek and in English
3. present information, concepts and ideas in writing in Greek on personal identity, lifestyles and relationships, and for a specific audience and purpose.

2.3 Subject matter

2.3.1 Area of study 1

Interpersonal communication

In this area of study, candidates develop their skills and knowledge to establish and maintain an informal, personal, spoken interaction in Greek on a selected sub-topic.

Candidates consider language as a tool for communication and focus on language important for effective participation in spoken interaction. They develop their understanding that the content and the direction of an exchange are influenced by the participants and the purpose of the interaction, and consider the influence of cultural perspectives on meaning and mutual understanding.

Unit objective 1: exchange meaning in a spoken interaction in Greek related to personal identity, lifestyles and relationships

Key knowledge
To achieve this objective, candidates will draw on: • ideas and concepts related to the selected sub-topic • vocabulary and grammar suitable for exchanging information on the selected sub-topic • oral language for participating in an informal, personal, spoken interaction in Greek, including idioms • language and behaviours required to effectively initiate, maintain and close a spoken exchange • a range of expectations of the participants in the spoken interaction, depending on age, status and other relevant considerations.

Key skills
To achieve this objective, candidates will: • discuss the selected sub-topic • link and sequence ideas and information • recognise and respond to cues for turn-taking • use a range of question and answer forms • self-correct language use, as appropriate • use appropriate pronunciation, intonation and stress • use appropriate forms of address and nonverbal forms of communication, such as eye contact and gestures • recognise meaning in terms and concepts without a direct equivalent in English • use language that conveys intended meaning, taking into account cultural perspectives.

2.3.2 Area of study 2

Interpretive communication

In this area of study, candidates locate and use information from two texts in Greek, which may be in a written, spoken or audiovisual format. They develop skills and knowledge to read, listen to or view texts in Greek, to summarise content and to combine information from the texts in written responses in Greek and English. The sub-topic selected for the texts will be drawn from the prescribed topics identified in Section 2.1.2 and should provide an opportunity for candidates to learn about the culture/s of the Greek-speaking communities.

In preparation for understanding and interpreting information on the selected sub-topic, candidates consider relevant content, language and cultural information. They focus on language important for presenting information in written form, such as answering questions or writing for a specific purpose and audience. Candidates identify and clarify aspects of language and culture in the texts.

Unit objective 2: interpret information from two texts on personal identity, lifestyles and relationships presented in Greek, and respond in writing in Greek and in English

Key knowledge
To achieve this objective, candidates will draw on: • ideas and concepts related to the selected sub-topic • vocabulary and grammar suitable for understanding, interpreting and conveying information on the sub-topic • conventions of text types and language for relaying information in writing.

Key skills
To achieve this objective, candidates will: • identify key concepts from written, spoken or audiovisual texts in Greek • differentiate between general meaning and specific meaning • link ideas and information from the two selected texts • recognise and interpret expressions without a direct equivalent in English • use suitable written Greek for the purposes of the text type, such as levels of formality or abbreviated language • use appropriate spelling, grammar, layout and punctuation • self-correct language use, as appropriate.

2.3.3 Area of study 3

Presentational communication

In this area of study, candidates present content related to the selected sub-topic in Greek in written form, which may include supporting visual elements. They develop a presentation that recounts, narrates, entertains, retells or interprets information, concepts and ideas for a specific audience.

The presentation should feature cultural products or practices from Greek-speaking communities that can be drawn from a diverse range of texts, activities and creations.

Unit objective 3: present information, concepts and ideas in writing in Greek on personal identity, lifestyles and relationships, and for a specific audience and purpose

Key knowledge
To achieve this objective, candidates will draw on: • ideas and concepts related to the selected sub-topic • vocabulary and grammar suitable for conveying information on the sub-topic • conventions of a written presentation in Greek • presentation methods such as awareness and engagement of audience and clarity of information.

Key skills
To achieve this objective, candidates will: • use strategies for creating an original text in Greek, such as planning, drafting, self-correcting and use of dictionaries • sequence ideas logically and to engage the audience • use suitably written Greek and other elements, as appropriate to the text type, purpose and audience for the presentation • use stylistic features appropriate to the text type, such as headings, repetition and exclamations • identify and explain language and aspects of culture requiring interpretation • use appropriate spelling, grammar and punctuation.

2.4 Assessment guidance

If this syllabus is delivered in an educational setting, providers should ensure that the objectives cover, or are chosen from, the unit objectives. If one formative assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one formative assessment instrument is developed, the unit objectives must be covered across those instruments.

Candidates should be able to demonstrate their ability across the unit objectives, prescribed unit topics and selected sub-topics and the mandatory grammatical items.

3 Unit 2: The Greek-speaking communities

3.1 Unit description

In Unit 2, candidates move beyond their personal world to their engagement with the Greek-speaking world. They explore life in a Greek community and consider the ways that Greek cultures, customs and traditions have contributed to the world, especially through the arts and entertainment, including film, theatre, song and music.

The unit provides candidates with opportunities to compare lifestyles between these communities and Australia, looking at traditional social structures, cultural diversity or activities particular to Greek-speaking communities.

Candidates reflect upon their experiences, compare options and express preferences, while appreciating diverse cultural values. This provides the opportunity to develop knowledge and understanding of a range of language elements, grammatical items and textual structures; to communicate similarities and differences; to develop and express personal opinions; and to reinforce the link between language, culture and identity.

The subject matter engages candidates with aspects of language and textual conventions by requiring them to respond in written Greek to texts in Greek; analyse and use information from texts to produce a written response in Greek; and to explain information, ideas and concepts orally in Greek about an aspect of culture.

3.1.1 Unit requirements

In this unit, subject matter is organised into two prescribed topics that require a notional 55 hours of teaching, learning and assessment in total.

Candidates develop an understanding of aspects of language and culture through the study of three or more sub-topics chosen from the two prescribed topics listed below. **Each area of study in this unit (interpersonal communication, interpretive communication and presentational communication) must focus on a different sub-topic**. Candidates analyse visual, spoken and written texts. They access and share useful information on the topics and sub-topics in Greek, and consolidate and extend vocabulary, grammar knowledge and language skills.

Cultural products or practices can be used to demonstrate how culture and perspectives may vary between communities. Candidates reflect on the interplay between language and culture, and its impact on meaning, understanding and the individual's language use in specific contexts and for specific audiences.

The cross-study specifications common to Units 1–4 are detailed in Section 1.3.

3.1.2 Prescribed topics and suggested sub-topics

Unit 2 Topic 1: The Greek cultural heritage

Suggested sub-topics:

- myths and legends
- the arts
- contribution to Western civilisation
- customs and traditions
- folklore
- regional variations
- festivals, celebrations and entertainment.

Unit 2 Topic 2: Living in a Greek community

Suggested sub-topics:

- living in Greece/Cyprus
- living in the Greek Diaspora (past and present)
- early and post-war Greek migration to Australia
- the migrant experience
- immigrants in contemporary Greece/Cyprus.

3.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

4. respond in writing in Greek to spoken, written or visual texts related to Greek cultural heritage and life in a Greek community presented in Greek
5. analyse and use information from written, spoken or visual texts related to the Greek cultural heritage and life in a Greek community to produce an extended written response in Greek
6. explain information, ideas and concepts orally in Greek to a specific audience about an aspect of culture within communities where Greek is spoken.

3.3 Subject matter

3.3.1 Area of study 1

Interpersonal communication

In this area of study, candidates participate in a written exchange in Greek. They develop skills and knowledge that enable them to read, listen to and view texts in Greek and to develop a suitable response in Greek. The stimulus material may be in spoken or written form, such as a letter, telephone message, video call or email, and may be accompanied by visual information, such as maps, advertisements, menus, photographs, film clips or diagrams.

In preparation for engaging with the sub-topic, candidates consider relevant content, language and cultural information. They focus on language that is important for writing for a specific purpose and audience. Candidates identify and clarify aspects of language in the exchange and account for the influence of cultural perspectives on meaning and mutual understanding.

Unit objective 4: respond in writing in Greek to spoken, written or visual texts related to Greek cultural heritage and life in a Greek community, presented in Greek

Key knowledge
To achieve this objective, candidates will draw on: • ideas and concepts related to the selected sub-topic • vocabulary and grammar suitable for understanding and conveying general information and information on the sub-topic • conventions of text types and language for relaying information in writing • nature of direct, indirect and rhetorical questions in Greek.

Key skills
To achieve this objective, candidates will: • use strategies for identifying key concepts and information from written, spoken, visual or audiovisual texts in Greek • respond to requests or questions and link to ideas and information provided in the exchange • differentiate between general meaning and specific meaning • use appropriate spelling, grammar, layout and punctuation • self-correct language use, as appropriate.

3.3.2 Area of study 2

Interpretive communication

In this area of study, candidates extract information from texts provided in Greek and respond to the texts in writing using elements of this information. They develop skills and knowledge to read, listen to or view texts in Greek and to use information in a new context. The sub-topic selected for the texts will be drawn from the prescribed topics identified in Section 3.1.2, with candidates developing their understanding of the culture/s of Greek-speaking communities.

In preparation for understanding and interpreting information on the topic, candidates consider relevant content, language and cultural information. They focus on language that is important for identifying and synthesising information presented in Greek and for recounting information in Greek. They recognise and account for other perspectives in their interpretation of information, ideas and opinions.

Unit objective 5: analyse and use information from written, spoken or visual texts related to the Greek cultural heritage and life in a Greek community to produce an extended written response in Greek

Key knowledge
To achieve this objective, candidates will draw on: • ideas and concepts related to the selected sub-topic • vocabulary and grammar suitable for understanding, interpreting and conveying information on the sub-topic • conventions of text types and language for commenting in writing on information, ideas and opinions.

Key skills
To achieve this objective, candidates will: • use strategies for identifying relevant concepts and detailed information in written, spoken or visual texts in Greek • evaluate, select and use relevant information • link detailed ideas and information from the stimulus material with general knowledge of the sub-topic • recognise meaning in terms and concepts without a direct equivalent in English • self-correct language use, as appropriate • use suitable written Greek for the purposes of the text type and audience, such as an appropriate level of formality • use appropriate spelling, grammar, layout and punctuation.

3.3.3 Area of study 3

Presentational communication

In this area of study, candidates research cultural products or practices that demonstrate an aspect of the culture studied. They develop an oral presentation in Greek on an aspect of the selected sub-topic of interest to them.

Candidates consider relevant content, language and cultural information that can be used in the development of their oral presentation. They focus on skills and knowledge that enable them to read, listen to and view texts in Greek and to speak about cultural connections and comparisons.

Candidates may consider aspects of culture such as:

- cultural products or practices that demonstrate cultural differences between different Greek-speaking communities
- the cultural dimension underpinning social behavioural norms, social expectations and the way individuals engage with the world
- differences and similarities between Greek-speaking and other communities and social structures
- the interplay between culture and the individual, including attitudes to social conformity.

Unit objective 6: explain information, ideas and concepts orally in Greek to a specific audience about an aspect of culture within communities where Greek is spoken

Key knowledge
To achieve this objective, candidates will draw on: • one or more aspects of the culture of Greek-speaking communities • concepts and ideas that reflect the selected sub-topic • vocabulary and grammar suitable for understanding, interpreting and conveying information orally • text and language conventions used in written, spoken and visual texts in Greek • the focus, purpose and subject matter of the presentation.

Key skills
To achieve this objective, candidates will: • identify cultural meaning in written, spoken or audiovisual texts in Greek • select relevant examples to demonstrate an aspect of culture • create an original oral presentation in Greek that explains one or more aspects of culture • sequence ideas logically • use suitable oral Greek and other elements, as appropriate to the text type, purpose and audience for the presentation • use visual, digital media or other resources to support the presentation • self-correct language use, as appropriate • use appropriate pronunciation, intonation and stress.

3.4 Assessment guidance

If this syllabus is delivered in an educational setting, providers should ensure that the objectives cover, or are chosen from, the unit objectives. If one formative assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one formative assessment instrument is developed, the unit objectives must be covered across those instruments.

Candidates should be able to demonstrate their ability across the unit objectives, prescribed unit topics and selected sub-topics and the mandatory grammatical items.

4 Unit 3: The world around us

4.1 Unit description

In Unit 3, candidates investigate their place in the changing nature of contemporary society and the global community. They consider historical and contemporary people and events and reflect on the impact of individuals and events on society.

The unit provides candidates with opportunities to use Greek to express personal thoughts and opinions on particular issues and to discuss topics of importance to modern youth — social, environmental, economic, scientific and technological. Media influences and communication processes in a global society are also examined.

As they comprehend, analyse, interpret and consider topics affecting their current and future lives, candidates develop knowledge and understanding of a range of language elements and grammatical items. They deepen their appreciation of social and cultural perspectives as they use Greek to synthesise how society impacts on themselves and their peers.

Through examining a range of oral and written texts, candidates explore and compare aspects of the language and culture of the Greek-speaking community, allowing them to develop knowledge and understanding of social and historical issues and aspects of contemporary society.

The subject matter engages candidates with aspects of language and textual conventions by requiring them to participate in a spoken exchange in Greek; interpret information from texts and write responses in Greek; and to express ideas in writing, in Greek.

4.1.1 Unit requirements

In this unit, subject matter is organised into three prescribed topics that require a notional 55 hours of teaching, learning and assessment in total.

Candidates investigate the way Greek speakers interpret and express ideas, and negotiate and persuade in Greek through the study of three or more sub-topics chosen from the three prescribed topics listed below. **Each area of study in this unit (interpersonal communication, interpretive communication and presentational communication) must focus on a different sub-topic**. Candidates interpret information, inform others and reflect upon and develop persuasive arguments. They access and share useful information on the sub-topics in Greek, and consolidate and extend vocabulary and grammar knowledge and language skills.

Candidates consider the influence of language and culture in shaping meaning and reflect on the practices, products and perspectives of the cultures of Greek-speaking communities. They reflect on how knowledge of Greek and Greek-speaking communities can be applied in a range of contexts and endeavours, such as further study, travel, business, or community involvement.

The cross-study specifications common to Units 1–4 are detailed in Section 1.3.

4.1.2 Prescribed topics and suggested sub-topics

Unit 3 Topic 1: Historical and contemporary people and events

Suggested sub-topics:

- important historical events (e.g. Greek Revolution, the Asia Minor Catastrophe, Greece in World War I and II, the Greeks of the Black Sea, the Civil War, the place of Greece in the European Union)
- Cyprus — a journey through time
- important historical figures
- famous contemporary Greeks in a selected field of endeavour (e.g. the arts, sciences, sports, business).

Unit 3 Topic 2: Global and contemporary society

Suggested sub-topics:

- global citizenship
- urbanisation
- globalisation
- volunteering
- cultural diversity
- international migration
- poverty and famine
- linguistic dominance.

Unit 3 Topic 3: Communication and media

Suggested sub-topics:

- the internet and social media
- news media and its influence
- bias in media
- censorship
- advertising and its impact
- responsible use of social media.

4.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

7. participate in a spoken exchange in Greek to resolve a personal issue related to historical and contemporary people and events, global and contemporary society and the media

8. interpret information from texts related to historical and contemporary people and events, global and contemporary society and the media, and write responses in Greek
9. express ideas in a personal, informative or imaginative piece of writing in Greek related to historical and contemporary people and events, global and contemporary society and the media.

4.3 Subject matter

4.3.1 Area of study 1

Interpersonal communication

In this area of study, candidates develop skills and knowledge to resolve a personal issue by negotiating a mutually agreeable outcome in a spoken exchange in Greek on a selected sub-topic. Candidates research relevant content, language and cultural information, particularly associated with acknowledging other speakers' points of view, and negotiate and persuade in culturally appropriate ways.

They consider the interplay between cultural perspectives and mutual understanding and focus on language important for effective participation in spoken interactions in Greek. Candidates develop their understanding that language choices influence outcomes and impressions created in the exchange.

Unit objective 7: participate in a spoken exchange in Greek to resolve a personal issue related to global and contemporary society and the media

Key knowledge
To achieve this objective, candidates will draw on: • ideas and concepts related to the selected sub-topic • vocabulary and grammar suitable for interpreting information and negotiating and expressing a point of view or preference • oral language and behaviours required to effectively initiate, maintain and close a spoken exchange, including strategies for revisiting unresolved issues and confirming outcomes • negotiation strategies including acknowledging and linking to other speakers and offering compromises.

Key skills
To achieve this objective, candidates will: • exchange relevant information • link ideas in a logical and persuasive way • recognise meaning in terms and concepts with implied meaning or without a direct equivalent in English • use language that conveys intended meaning, taking into account cultural perspectives • understand expectations and influences on participants in the interaction and use negotiation strategies • clarify decisions and ensure agreed outcomes are reached • self-correct language use, as appropriate • use appropriate pronunciation, intonation and stress • use appropriate forms of address and nonverbal forms of communication • recognise and respond to questions and cues for turn-taking.

4.3.2 Area of study 2

Interpretive communication

In this area of study, candidates extract information from three or more texts relating to the selected sub-topic, and create written responses to specific questions or instructions in Greek. Candidates synthesise information from written, spoken and visual texts.

Candidates consider relevant content, language and cultural information from three or more texts to identify and interpret key ideas and detail on the selected sub-topic. Texts could include extracts, articles, blogs, webpages, postcards, stories, podcasts, songs, plays, news items, films, photographs, maps or other written, spoken or viewed texts. Candidates connect and compare ideas and identify different points of view or perspectives in each of the texts.

Candidates respond to the texts in writing in Greek. They consider the influence of language, culture, social norms and ways of thinking in shaping meaning and the sequencing of ideas in their responses.

Unit objective 8: interpret information from texts related to historical and contemporary people and events, global and contemporary society and the media, and write responses in Greek

Key knowledge
To achieve this objective, candidates will draw on: • ideas and concepts related to the selected sub-topic • vocabulary and grammar suitable for understanding, interpreting and conveying information on the selected sub-topic • conventions of text types and language for conveying information in writing.

Key skills
To achieve this objective, candidates will: • interpret relevant concepts and detailed information from written, spoken and visual texts in Greek • recognise meaning in terms and concepts without a direct equivalent in English • link ideas and information from the texts in a logical way • use appropriate spelling, grammar and punctuation • self-correct language use, as appropriate • use suitable written Greek for the audience, purpose and text type.

4.3.3 Area of study 3

Presentational communication

In this area of study, candidates create an extended original piece of personal, informative or imaginative writing in Greek to express ideas, thoughts or responses on an aspect of the selected sub-topic.

Candidates analyse and reflect on content related to the selected sub-topic to assist in identifying aspects suited to reflection, informing or storytelling. They may use cultural products or practices as stimulus material for their writing. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Candidates consider the language and features of the types of text they encounter to ensure that their writing includes culturally appropriate content.

Unit objective 9: express ideas in a personal, informative or imaginative piece of writing in Greek related to historical and contemporary people and events, global and contemporary society and the media

Key knowledge
To achieve this objective, candidates will draw on: • features of a range of personal, informative or imaginative written texts in Greek • vocabulary and grammar suitable for expressing personal ideas, retelling information or storytelling • methods of presenting direct and reported speech • appropriate language and layout for the selected text type.

Key skills
To achieve this objective, candidates will: • use strategies for creating an original text in Greek, including planning, drafting, self-correcting and use of dictionaries • use appropriate tenses, time words, levels of language and register • sequence ideas appropriately and in accordance with the features of the text type to engage readers • use stylistic features, language, layout and other elements appropriate to the text type, purpose and audience of the writing • use appropriate spelling, grammar and punctuation.

4.4 Assessment guidance

If this syllabus is delivered in an educational setting, providers should ensure that the assessment objectives cover, or are chosen from, the unit objectives. If one formative assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one formative assessment instrument is developed, the unit objectives must be covered across those instruments.

Candidates should be able to demonstrate their ability across the unit objectives, prescribed unit topics and selected sub-topics and the mandatory grammatical items.

5 Unit 4: My future

5.1 Unit description

In Unit 4, candidates focus on their future plans, aspirations and pathways — their plans for future study, possible careers and work options. This includes plans for their immediate future and how these plans, responsibilities and aspirations compare with those of young people in Greek-speaking communities.

The unit provides candidates with opportunities to examine the world of work, employment and unemployment, and the changing roles of men and women, not only in the workforce, but also in the modern world. Candidates have opportunities to use Greek to consider and discuss their perspectives on issues relevant to their futures and the futures of their peers, both in Australia and in Greek-speaking communities. As they research, examine and discuss a range of texts, and create oral and written texts, candidates consolidate their knowledge and understanding of a range of language elements, grammatical items, structures and text types.

As candidates consider the next phase of their lives and their aspirations, they reflect on their personal world, their identity, priorities, school and home life, family, friends and interests, and the past and present influences on their world. They compare and contrast customs, and the social and cultural values related to their personal lifestyle and to wider community lifestyles, leisure and education, both in Australia and in Greek-speaking communities. They also consider historical issues, aspects of contemporary society, the literary and artistic heritage of the community and aspects of the language and culture of Greek-speaking communities. They examine the influence of science and technology, especially information technology and environmental issues that have a potential impact upon their personal lives and future.

The subject matter engages candidates with aspects of language and textual conventions by requiring them to share information, ideas and opinions in a spoken exchange in Greek, analyse information from written, spoken and viewed texts and present information, concepts and ideas in evaluative or persuasive writing on an issue in Greek.

5.1.1 Unit requirements

In this unit, subject matter is organised into two prescribed topics that require a notional 55 hours of teaching, learning and assessment in total.

Candidates investigate aspects of culture through the study of two or more sub-topics from the two prescribed topics listed below. Area of study 1 (interpersonal communication) and Area of study 2 (interpretive communication) may focus on the same sub-topic. Area of study 3 (presentational communication) should cover a different sub-topic to the sub-topic/s chosen for Areas of study 1 and 2. Candidates build on their knowledge of Greek-speaking communities, considering cultural perspectives and language and explaining personal observations. Candidates consolidate and extend vocabulary, grammar knowledge and language skills to investigate the topics through the Greek language.

Candidates identify and reflect on cultural products or practices that provide insights into Greek-speaking communities. Cultural products or practices can be drawn from a diverse range of texts, activities and creations. Candidates reflect on the ways culture, place and time influence values, attitudes and behaviours. They consider how knowledge of more than one culture can influence the ways individuals relate to each other and function in the world.

The cross-study specifications common to Units 1–4 are detailed in Section 1.3.

5.1.2 Prescribed topics and suggested sub-topics

Unit 4 Topic 1: Aspirations, education and careers

Suggested sub-topics:

- future aspirations
- hopes and concerns
- challenges and goals
- experiences of schooling
- career choices
- employment opportunities and unemployment
- jobs of the future
- lifelong learning
- flexible work practices
- work–life balance.

Unit 4 Topic 2: The influence of science and technology

Suggested sub-topics:

- innovations in science and technology
- environmental issues
- renewable energy
- smart houses
- impact of information technology on society
- sustainability
- the human impact on nature.

5.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

10. share information, ideas and opinions in a spoken exchange in Greek about their future plans, aspirations and pathways and the influence of science and technology
11. analyse information from written, spoken and viewed texts for use in a written response in Greek about their future plans, aspirations and pathways and the influence of science and technology
12. present information, concepts and ideas in evaluative or persuasive writing in Greek on an issue related to future plans, aspirations and pathways and the influence of science and technology.

5.3 Subject matter

5.3.1 Area of study 1

Interpersonal communication

In this area of study, candidates research and present information on a cultural product or practice from a Greek-speaking community. Candidates develop knowledge and skills to share observations and consider how the product or practice may reflect a specific cultural perspective or behaviour.

Through the investigation of a cultural product or practice, candidates research specialised content, language and cultural information related to the selected sub-topic. The sub-topic for Area of study 1 may be the same as the sub-topic for Area of study 2. Candidates use knowledge of the sub-topic to explain differences and similarities between cultural contexts, such as the present and the past or between Greek-speaking communities in different locations around the world. They develop language important for effective participation in spoken interaction in Greek, including deep knowledge of the sub-topic, to present information, ideas and opinions about the cultural product or practice and to participate in an extended discussion.

Unit objective 10: share information, ideas and opinions in a spoken exchange in Greek about their future plans, aspirations and pathways, and the influence of science and technology

Key knowledge
To achieve this objective, candidates will draw on: • ideas and concepts related to the selected sub-topic • vocabulary relating to a cultural product or practice, including expressions that reflect aspects of culture • the cultural and social context within which the product or practice exists • oral language and behaviours required to present information and participate in an interview on the sub-topic, including anticipating and responding to questions • vocabulary and grammar suitable for conveying information, explaining opinions and sharing ideas.

Key skills
To achieve this objective, candidates will: • select relevant and interesting information for the exchange and in response to questions • link ideas logically • recognise and respond to questions and cues for turn-taking • self-correct language use, as appropriate • use appropriate pronunciation, intonation and stress • use appropriate forms of address and nonverbal forms of communication • explain meaning in terms and concepts without a direct equivalent in English • exchange and justify opinions and ideas • recognise and use suitable language and strategies to distinguish between factual information and personal perspectives.

5.3.2 Area of study 2

Interpretive communication

In this area of study, candidates analyse and present in writing information extracted from written, spoken and viewed texts in Greek on a selected sub-topic. The sub-topic for Area of study 2 may be the same as the sub-topic for Area of study 1. The texts should provide insights into an aspect of life in Greek-speaking communities and opportunities for candidates to make comparisons between cultures, places or times. Viewed texts may include photographs, drawings, maps, films or posters.

Candidates respond to the texts in an extended piece of writing in Greek that requires a different text type to the stimulus material. Candidates identify and analyse key ideas and make comparisons between the details, ideas and points of view expressed in each of the texts.

Unit objective 11: analyse information from written, spoken and viewed texts for use in a written response in Greek about their future plans, aspirations and pathways and the influence of science and technology

Key knowledge
To achieve this objective, candidates will draw on: • concepts and ideas related to the selected sub-topic • vocabulary and grammar suitable for interpreting and conveying information on the selected sub-topic • features of text types • language for analysing and comparing ideas in extended writing.

Key skills
To achieve this objective, candidates will: • use strategies for identifying and understanding key ideas and detailed information from written, spoken and viewed texts in Greek • recognise cultural, language or contextual aspects critical to meaning in written, spoken and viewed texts • identify relationships and make comparisons between the key ideas and perspectives expressed or observed in the texts • present information relevant to audience and purpose • use appropriate spelling, grammar, layout and punctuation • self-correct language use, as appropriate • use suitable stylistic features for the audience, purpose and text type.

5.3.3 Area of study 3

Presentational communication

In this area of study, candidates present information, concepts and ideas in an extended written response to persuade an audience of a point of view or evaluate existing ideas and opinions about an aspect of the selected sub-topic. The selected sub-topic must be different from the sub-topic/s used in Areas of study 1 and 2.

Candidates investigate relevant content, language and cultural information to assist in persuading others of a particular position or evaluating existing positions and opinions on an issue related to the sub-topic. They develop knowledge and understanding of the issue, such as the benefits of learning Greek, the ongoing effects of an historical event, environmental concerns, youth issues in contemporary society or an aspect of the literary or artistic heritage of the Greek-speaking communities.

Candidates create an original written text in Greek on an aspect of the sub-topic for a specified audience and text type. The written text is for a persuasive or evaluative purpose. Candidates consider acceptable ways of persuading others or evaluating arguments, and carefully select and sequence language for the audience and purpose of the writing.

Unit objective 12: present information, concepts and ideas in evaluative or persuasive writing in Greek on an issue related to future plans, aspirations and pathways and the influence of science and technology

Key knowledge
To achieve this objective, candidates will draw on: • issues related to the selected sub-topic • cultural implications of the issue for Greek speakers and Greek-speaking communities • vocabulary and grammar suitable for evaluative or persuasive writing • conventions of evaluative or persuasive writing in Greek suited to the text type and audience.

Key skills
To achieve this objective, candidates will: • sequence ideas logically to support an evaluative or persuasive argument • create original writing in Greek • self-correct language use, as appropriate • use appropriate spelling, grammar, layout and punctuation • use suitable written Greek for the audience, purpose and text type. For evaluative writing, candidates will: • identify different positions on an issue associated with the sub-topic and identify relevant information to compare and draw conclusions • use evaluative techniques including aligning like items, making valid comparisons and justifying personal conclusions. For persuasive writing, candidates will: • formulate a position on an issue associated with the sub-topic and identify relevant and compelling information to support the position • use persuasive strategies, including justifying ideas and opinions or describing hypothetical outcomes and past experience.

5.4 Assessment

5.4.1 Senior external examination 1 (SEE 1): Oral examination (25%)

Adjusted oral examination specifications for 2020

Purpose

The oral examination is designed primarily to assess the candidate's knowledge and skill in using spoken Greek.

Specifications

Conditions

- Examination time: approximately 15 minutes.
- The examination will be assessed by a panel appointed by the VCAA.
- Dictionaries or electronic devices are not permitted in the oral examination.
- Notes or cue cards are not permitted.

Format

The examination will be conducted by an assessor/s via an online sharing platform. Candidates are to indicate to the assessor/s, in Greek, their chosen sub-topic and the supporting visual material that they have brought with them for the discussion in Section 2. (See the section 'Approved materials and equipment' below.)

The supporting visual material is a requirement.

This introductory information will not be assessed.

Section 1: Conversation (approximately 7 minutes)

Section 1 of the examination involves a general conversation between the candidate and the assessor/s, via the online sharing platform, about the candidate's personal world and their interactions with the Greek language and culture as learners.

The assessor/s will begin the conversation with questions about the candidate's personal world. The assessor/s will then ask general questions about the candidate's interactions with the Greek language and culture as learners. Candidates may support their personal reflections by referring to any of the relevant sub-topics studied in class from the prescribed theme 'The individual' and the prescribed theme 'The Greek-speaking communities'.

Section 2: Discussion (approximately 8 minutes)

Following the conversation, the candidate will be required to discuss their chosen sub-topic and the supporting visual material that they have brought with them. The sub-topic and the supporting visual material must be related to either the prescribed theme 'The Greek-speaking communities' or the prescribed theme 'The world around us'. The focus of the discussion will be on exploring aspects of the sub-topic, including information, opinions and ideas. The candidate will be expected to respond to questions on the sub-topic itself and the supporting visual material that they have brought with them.

Approved materials and equipment

- The supporting visual material must consist of one image on a piece of paper no larger than A3 size. Three-dimensional objects are not permitted. The quality of the supporting visual material will not be assessed.
- The supporting visual material should not include any writing. If the supporting visual material does contain writing, the amount of writing must be minimal.
- Dictionaries, notes and cue cards are not permitted.

Assessment criteria and descriptors

In 2020, the examination will test a representative sample of the relevant key knowledge and key skills related to the themes and topics prescribed in this syllabus, which is based on the *VCE Greek Study Design 2020–2023*.

All candidates will be examined against the following criteria developed by the VCAA for the *VCE Greek Study Design*.

5.4.2 Section 1: Conversation – Content and communication

Assessment criteria	Descriptors					
	Band					
	0–1 (not shown)	2–3 (very low)	4–5 (low)	6–7 (medium)	8–9 (high)	10 (outstanding)
1. Content and communication Information, ideas and opinions about the student's personal world and their interactions with the language and culture as learners: • relevance, depth and range of information, ideas and opinions • capacity to elaborate and reflect on information, ideas and opinions • capacity to interact with assessors • effective communication.	• provides hardly any or no evidence of meeting the criterion	• demonstrates minimal understanding and ability to advance the conversation; is slow to respond, with consistent hesitation and false starts; needs frequent support • provides a limited range of information, ideas and opinions that are not always relevant • has difficulty clarifying information, ideas and opinions	• demonstrates a satisfactory level of understanding; communicates satisfactorily, with hesitation and pauses; needs support • provides a satisfactory range of information, ideas and opinions that are somewhat relevant • clarifies some information, ideas and opinions	• demonstrates a good level of understanding; communicates well, with occasional hesitation and pauses • provides a good range of information, ideas and opinions that are generally relevant • clarifies or elaborates on information, ideas and opinions some of the time	• demonstrates a very high level of understanding; carries the conversation forward with confidence; communicates effectively, needing minimal support • provides a very good range of relevant information, ideas and opinions • clarifies, elaborates on or defends information, ideas and opinions most of the time	• demonstrates an outstanding level of understanding by responding readily and communicating confidently; carries the conversation forward with spontaneity • provides an outstanding range of information, ideas and opinions clearly and logically with highly relevant responses • clarifies, elaborates on and defends information, ideas and opinions very effectively

5.4.3 Section 2: Conversation – Language

Assessment criteria	Descriptors					
	Band					
	0–1 (not shown)	2–3 (very low)	4–5 (low)	6–7 (medium)	8–9 (high)	10 (outstanding)
2. Language Accurate and appropriate language structures and vocabulary related to the student's personal world and their interactions with the language and culture as learners: • appropriateness of vocabulary, grammar and sentence structures • clarity of expression, including pronunciation, intonation, stress and tempo.	• provides hardly any or no evidence of meeting the criterion	• uses very simple vocabulary and structures; makes frequent and intrusive errors • poor pronunciation, intonation, stress and tempo, with significant problems	• uses simple vocabulary and structures; is able to express meaning despite errors; relies on rote-learned language or Anglicisms • satisfactory pronunciation, intonation, stress and tempo, with some problems	• uses good vocabulary and structures; is able to express meaning despite errors; may at times rely on rote-learned language or Anglicisms • good pronunciation, intonation, stress and tempo, with minor problems	• uses very good vocabulary and structures accurately and appropriately; uses authentic language • very good pronunciation, intonation, stress and tempo	• uses sophisticated vocabulary and structures accurately and appropriately; uses authentic language with ease • excellent pronunciation, intonation, stress and tempo

5.4.4 Section 2: Discussion – Content and communication

Assessment criteria	Descriptors					
	Band					
	0–1 (not shown)	2–3 (very low)	4–5 (low)	6–7 (medium)	8–9 (high)	10 (outstanding)
1. Content and communication Information, ideas and opinions related to the chosen sub-topic and supporting visual material from either the prescribed theme 'The Greek-speaking communities' or the prescribed theme 'The world around us': • relevance, depth and range of information, ideas and opinions • capacity to elaborate and reflect on information, ideas and opinions • capacity to interact with assessors • effective communication.	• provides hardly any or no evidence of meeting the criterion	• provides minimal information, which is not always relevant; has difficulty clarifying or elaborating on information, ideas and opinions • is slow to respond, with consistent hesitation and false starts; needs frequent support • provides a very weak connection between the image and the sub-topic	• provides a satisfactory range of information, ideas and opinions that are generally relevant to the sub-topic • communicates in a satisfactory manner, but hesitation and pauses are evident • describes the image rather than using the image to support the discussion on the sub-topic • requires support to communicate information, ideas and opinions	• provides a very good range of information, ideas and opinions that are relevant to the sub-topic • elaborates on information and defends ideas and opinions effectively • uses the image appropriately to support the discussion on the sub-topic • communicates information, ideas and opinions well, but with hesitation and pauses	• provides an excellent range and depth of information, ideas and opinions that are highly relevant to the sub-topic • elaborates on information and defends ideas and opinions clearly and very effectively • uses the image effectively to support the discussion on the sub-topic • communicates information, ideas and opinions confidently and carries the discussion forward with ease	• provides an outstanding range and depth of information, ideas and opinions with an original perspective on the sub-topic • elaborates on complex information and defends ideas and opinions clearly and logically with highly relevant responses • uses the image creatively and effectively to support the discussion on the sub-topic • communicates information, ideas and opinions very confidently and carries the discussion forward with spontaneity

5.4.5 Section 2: Discussion – Language

Assessment criteria	Descriptors					
	Band					
	0–1 (not shown)	2–3 (very low)	4–5 (low)	6–7 (medium)	8–9 (high)	10 (outstanding)
2. Language Accurate and appropriate language structures and vocabulary related to the chosen sub-topic and supporting visual material from either the prescribed theme 'The Greek-speaking communities' or the prescribed theme 'The world around us': • appropriateness of vocabulary, grammar and sentence structures • clarity of expression, including pronunciation, intonation, stress and tempo.	• provides hardly any or no evidence of meeting the criterion	• uses very simple vocabulary and structures; makes frequent and intrusive errors • poor pronunciation, intonation, stress and tempo, with significant problems	• uses simple vocabulary and structures; is able to express meaning despite errors; relies on rote-learned language or Anglicisms • satisfactory pronunciation, intonation, stress and tempo, with minor problems	• uses good vocabulary and structures; is able to express meaning despite errors; may, at times, rely on rote-learned language or Anglicisms • good pronunciation, intonation, stress and tempo, with minor problems	• uses very good vocabulary and structures accurately and appropriately; uses authentic language • very good pronunciation, intonation, stress and tempo	• uses sophisticated vocabulary and structures accurately and appropriately; uses authentic language with ease • excellent pronunciation, intonation, stress and tempo

5.4.6 Senior external examination 2 (SEE 2): Written examination (75%)

Adjusted written examination specifications for 2020

Specifications

Conditions

- Examination time: 2 hours, plus 15 minutes reading time.
- The examination will be marked by a panel appointed by the VCAA.
- Candidates may use monolingual and/or bilingual print dictionaries in one or two volumes in the written examination.
- The examination will test a representative sample of the key knowledge and key skills from Units 3 and 4 and related to the themes and topics prescribed in this syllabus.

Format

The examination will be in the form of a question and answer book.

The examination will consist of three sections.

Section 1: Listening and responding

Section 1 of the written examination is designed primarily to assess the candidate's knowledge and skill in analysing information from spoken texts. It will consist of two parts, Part A and Part B. Candidates will hear two listening texts in Greek, one for each part. The texts will be related to one or more of the prescribed themes and will represent two different text types.

Each text will be played twice. There will be a pause between the first and second playings.

There will be an announcement at the start of the first playing and a sound to alert candidates just before the start of the second playing. Candidates may make notes in the designated space for notes in the question and answer book at any time during the two playings and pauses. Notes in this note-taking space will not be assessed. Candidates will be given time after the second playing to complete their responses.

Candidates will be expected to respond to a range of question types, such as tables, charts, lists, forms, multiple-choice items or open-ended questions.

Questions in Part A will be phrased in English for responses in English.

Questions in Part B will be phrased in English and Greek for responses in Greek.

Section 2: Reading and responding

Section 2 of the written examination is designed primarily to assess the candidate's knowledge and skill in analysing and responding to information from written texts. It will consist of two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes and will represent different text types.

Part A

In Part A candidates will be required to read one text in Greek (Text 3A) and listen to one text in Greek (Text 3B). The two texts will be related in subject matter and/or context. Candidates will be given five minutes to read Text 3A and Question 3 before the listening text (Text 3B) is played. The listening text (Text 3B) will be played twice. Questions may relate to either Text 3A or Text 3B or to both texts. Candidates may be required to extract, summarise, interpret and/or evaluate information and/or compare aspects of both texts. Candidates may also be required to comment on the target audience, the purpose of the text and/or the way in which language is used in the text to achieve a purpose. Questions will be phrased in English for responses in English.

Part B

In Part B candidates will be required to read one text in]Greek and respond to a task based on information and ideas provided in the text. Candidates will produce a text in Greek in which they develop ideas, opinions and/or arguments based on evidence in the text. The task will specify a context, purpose, style of writing (personal, imaginative, persuasive, informative or evaluative), audience and text type. The text type that candidates will be required to produce will be drawn from those listed for productive use in Section 1.4.2 of this syllabus. Candidates will be required to write a response of approximately 150 words. The task will be phrased in English and Greek for a response in Greek.

A visual text may be included in Part A and/or Part B of Section 2.

Section 3: Writing in Greek

In Section 3 candidates will be required to write a text that presents ideas and/or information and/or opinions and/or arguments. There will be a choice of four tasks. Candidates must attempt one of these tasks. Each task will be related to one of the prescribed themes. Each task will specify a context, purpose, style of writing (personal, imaginative, persuasive, informative or evaluative), audience and text type. The text type that candidates will be required to produce will be drawn from those listed for productive use in Section 1.4.2 of this syllabus.

The four tasks in Section 3 will differ from the task in Part B of Section 2 in both text type and style of writing.

Candidates will be required to write a response of 200–300 words. The tasks will be phrased in English and Greek for a response in Greek.

A visual text may be included in this section of the examination.

Answers are to be recorded in the spaces provided in the question and answer book.

Additional information on texts

The total length of one playing of the three listening texts will be 4½ – 5 minutes.

The total length of the two reading texts in Section 2 will be approximately 500 words.

There will be one or two visual texts in this examination.

Approved materials and equipment

- normal stationery requirements (pens, pencils, highlighters, erasers, sharpeners and rulers)
- any printed monolingual and/or bilingual dictionary in one or two separate volumes

Advice

In 2020, the examinations in Greek will be prepared according to the specifications above and will test a representative sample of the relevant key knowledge and key skills from Units 3 and 4 and related to the themes and topics prescribed in this syllabus.

Candidates should use command/task words, other instructional information within questions and corresponding mark allocations to guide their responses.

Assessment criteria and expected qualities for the mark range

Section 2, Part B

Assessment criteria

- Criterion 1: The capacity to understand general and specific aspects of texts
- Criterion 2: The capacity to convey information and opinions accurately and appropriately

Section 3

Assessment criteria

- Criterion 1: The capacity to demonstrate relevance, breadth and depth of content
  - relevance of content in relation to task set
  - comprehensiveness and sophistication of content
  - structuring and sequencing of ideas within and between paragraphs.
- Criterion 2: The capacity to demonstrate accuracy, range and appropriateness of vocabulary and grammar
  - accuracy and range of vocabulary and grammar
  - appropriateness of vocabulary and grammar for the context, purpose, style of writing, audience and text type
  - cohesiveness of writing within and between paragraphs.

Assessors mark holistically, relating candidate performance to the published criteria and ranking candidates over the full range of marks available. Determination of the mark is assisted by the descriptors in 'Expected qualities for the mark range'. These descriptors have been written to reflect the level of achievement expected at a particular mark or mark range. Both the criteria and the descriptors are fully explored and directly related to the range of candidate responses during the assessor training process. Holistic marking will apply to responses to both Section 2, Part B and Section 3.

5.4.7 Expected qualities for the mark range (Section 2, Part B)

Mark(s)	Expected qualities
13–15	• accurately identifies the main relevant points of the stimulus text • meets all the requirements of the task effectively, including the specified audience, purpose, style of writing and text type • organises information and ideas logically and clearly throughout the response • consistently uses accurate and appropriate vocabulary, grammar and sentence structure to convey meaning • manipulates language to successfully convey original meaning with minimal reliance on the language in the stimulus text
10–12	• identifies most of the main relevant points of the stimulus text • meets most of the requirements of the task effectively, including the specified audience, purpose, style of writing and text type • organises information and ideas appropriately throughout the response • uses accurate and appropriate vocabulary, grammar and sentence structure to convey meaning • manipulates language to convey original meaning with occasional reliance on the language in the stimulus text
7–9	• identifies some of the main relevant points of the stimulus text • meets the requirements of the task satisfactorily, including the specified audience, purpose, style of writing and text type; some requirements not fully achieved • organises information and ideas throughout the response satisfactorily • uses vocabulary, grammar and sentence structure satisfactorily to convey meaning • uses language to convey original meaning with some reliance on the language in the stimulus text
4–6	• demonstrates a limited understanding of the stimulus text • meets only some of the requirements of the task; the specified audience, purpose, style of writing or text type not adequately addressed • demonstrates limited ability to organise information and ideas • demonstrates a basic knowledge and understanding of vocabulary, grammar and sentence structure • uses language to convey original meaning with frequent reliance on the language in the stimulus text
1–3	• demonstrates a very limited understanding of the stimulus text • does not meet the requirements of the task • demonstrates an elementary knowledge and understanding of vocabulary, grammar and sentence structure • relies very heavily on the language in the stimulus text
0	• no evidence of meeting the criteria

5.4.8 Expected qualities for the mark range (Section 3)

Mark(s)	Expected qualities
19–20	• demonstrates an original interpretation of the task, always adhering to the task itself • demonstrates sophisticated structuring and sequencing of information and ideas appropriate to the context, purpose and audience specified in the task • demonstrates authentic features of the required style of writing and text type • uses sophisticated and appropriate vocabulary and demonstrates outstanding control of grammatical structures and, where relevant, highly accurate script; minor slips
16–18	• conveys highly relevant and significant information, successfully integrating information and ideas in a sophisticated manner throughout the response • demonstrates highly effective structuring and sequencing of information and ideas appropriate to the context, purpose and audience specified in the task • demonstrates highly appropriate features of the required style of writing and text type • uses a broad range of sophisticated vocabulary and complex and accurate grammatical structures and, where relevant, accurate script; few errors
13–15	• conveys relevant and significant information, successfully integrating information and ideas throughout the response • demonstrates effective structuring and sequencing of information and ideas appropriate to the context, purpose and audience specified in the task • demonstrates most of the features of the required style of writing and text type • uses a range of appropriate vocabulary, including some complex grammatical structures and, where relevant, mostly accurate script; some errors
10–12	• provides relevant information and ideas throughout the response • demonstrates structuring and sequencing of information and ideas appropriate to the task • demonstrates the features of the required style of writing and text type • uses suitable vocabulary and grammatical structures and, where relevant, uses script appropriately • a number of errors with expression and language control
7–9	• provides some relevant information and ideas throughout the response • inconsistent structuring and sequencing of information and ideas across the response; audience and purpose not clearly reflected in the response • demonstrates some of the features of the required style of writing, mostly in the required text type • often uses vocabulary and grammatical structures inappropriately • frequent errors with expression and language control and, where relevant, script

Mark(s)	Expected qualities
4–6	• provides basic information and ideas relevant to the task • demonstrates little structuring and sequencing of information and ideas • demonstrates insufficient features of the required style of writing and text type • uses limited vocabulary and grammatical structures • substantial errors with expression and language control and, where relevant, script
1–3	• demonstrates very little awareness of the requirements of the task • uses minimal phrases or words
0	• no evidence of meeting the criteria

5.5 Subject resources

Past examination papers and reports for Greek are available on the VCAA website at www.vcaa.vic.edu.au/Pages/vce/studies/lote/greek/exams.aspx

Note: Examination reports provide valuable advice to candidates in relation to oral and written examinations. Some examination reports for written examinations contain some answers.

LOTE Study Advice is available at www.vcaa.vic.edu.au/Pages/vce/studies/lote/secondlangpublications.aspx

6 Glossary

Term	Explanation
A	
accomplished	highly trained or skilled in a particular activity; perfected in knowledge or training; expert
accuracy	the condition or quality of being true, correct or exact; freedom from error or defect; precision or exactness; correctness; in science, the extent to which a measurement result represents the quantity it purports to measure; an accurate measurement result includes an estimate of the true value and an estimate of the uncertainty
accurate	precise and exact; to the point; consistent with or exactly conforming to a truth, standard, rule, model, convention or known facts; free from error or defect; meticulous; correct in all details
additional language acquisition	process by which a language other than a person's native language is learnt, including culturally appropriate communicative habits; also referred to as 'second language acquisition'
adept	very/highly skilled or proficient at something; expert
adequate	satisfactory or acceptable in quality or quantity equal to the requirement or occasion
analyse	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
applied learning	the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts that may encompass workplace, industry and community situations; it emphasises learning through doing and includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills
Applied subject	a subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections; a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from Applied syllabuses contribute to the QCE; results may contribute to ATAR calculations
apply	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
appraise	evaluate the worth, significance or status of something; judge or consider a text or piece of work
appreciate	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of

Term	Explanation
appropriate	acceptable; suitable or fitting for a particular purpose, circumstance, context, etc.
apt	suitable to the purpose or occasion; fitting, appropriate
area of study	a division of, or a section within a unit
argue	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
aspect	a particular part of a feature of something; a facet, phase or part of a whole
assess	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something
assessment	purposeful and systematic collection of information about candidates' achievements
assessment instrument	a tool or device used to gather information about candidate achievement
assessment objectives	drawn from the unit objectives and contextualised for the requirements of the assessment instrument (see also 'syllabus objectives', 'unit objectives')
assessment technique	the method used to gather evidence about candidate achievement, (e.g. examination, project, investigation)
astute	showing an ability to accurately assess situations or people; of keen discernment
ATAR	Australian Tertiary Admission Rank
attitudes	in languages, how an author or creator of a text feels about the topic, situation and audience
audience	in languages, recipients of a text; the group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing, e.g. candidates in the educational setting, an individual, the wider community
audio	in languages, texts that are listened to
audiovisual	in languages, texts that are viewed and listened to
authentic	in languages, original or modified text that would be used by a background speaker for communicative purposes
authoritative	able to be trusted as being accurate or true; reliable; commanding and self-confident; likely to be respected and obeyed

Term	Explanation
B	
background speaker	native speaker of a language or a person who has had significant exposure to and/or knowledge of a language and culture
balanced	keeping or showing a balance; not biased; fairly judged or presented; taking everything into account in a fair, well-judged way
basic	fundamental
beliefs	what a person, society or group holds to be true
C	
calculate	determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
categorise	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
challenging	difficult but interesting; testing one's abilities; demanding and thought-provoking; usually involving unfamiliar or less familiar elements
characteristic	a typical feature or quality
clarify	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible
clarity	clearness of thought or expression; the quality of being coherent and intelligible; free from obscurity of sense; without ambiguity; explicit; easy to perceive, understand or interpret
classify	arrange, distribute or order in classes or categories according to shared qualities or characteristics
clear	free from confusion, uncertainty, or doubt; easily seen, heard or understood
clearly	in a clear manner; plainly and openly, without ambiguity
coherent	having a natural or due agreement of parts; connected; consistent; logical, orderly; well-structured and makes sense; rational, with parts that are harmonious; having an internally consistent relation of parts
cohesive	characterised by being united, bound together or having integrated meaning; forming a united whole
comment	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
communicate	convey knowledge and/or understandings to others; make known; transmit
community	a group of people who share common language, identity, and/or experience

Term	Explanation
compare	display recognition of similarities and differences and recognise the significance of these similarities and differences
competent	having suitable or sufficient skills, knowledge, experience, etc. for some purpose; adequate but not exceptional; capable; suitable or sufficient for the purpose; having the necessary ability, knowledge or skill to do something successfully; efficient and capable (of a person); acceptable and satisfactory, though not outstanding
competently	in an efficient and capable way; in an acceptable and satisfactory, though not outstanding, way
complex	composed or consisting of many different and interconnected parts or factors; compound; composite; characterised by an involved combination of parts; complicated; intricate; a complex whole or system; a complicated assembly of particulars
comprehend	understand the meaning or nature of; grasp mentally
comprehensive	inclusive; of large content or scope; including or dealing with all or nearly all elements or aspects of something; wide-ranging; detailed and thorough, including all that is relevant
concise	expressing much in few words; giving a lot of information clearly and in a few words; brief, comprehensive and to the point; succinct, clear, without repetition of information
concisely	in a way that is brief but comprehensive; expressing much in few words; clearly and succinctly
conduct	direct in action or course; manage; organise; carry out
consider	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on
considerable	fairly large or great; thought about deliberately and with a purpose
considered	formed after careful and deliberate thought
consistent	agreeing or accordant; compatible; not self-opposed or self-contradictory, constantly adhering to the same principles; acting in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard, or effect over time; not containing any logical contradictions (of an argument); constant in achievement or effect over a period of time
construct	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
context	the environment in which an event occurs, or in the case of a text, is created or responded to; context may include the general social, historical and cultural conditions (the context of culture), the specific features of its immediate social environment (context of situation), or, when analysing a text, the parts of a text before or after a selected passage or word, and relevant to it (in context)

Term	Explanation
contrast	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout
controlled	shows the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds
conventions	in languages, cultural and linguistic norms or accepted practices
convey meaning	to express a thought, feeling, idea, opinion, experience or fact so it is understood by others
convincing	persuaded by argument or proof; leaving no margin of doubt; clear; capable of causing someone to believe that something is true or real; persuading or assuring by argument or evidence; appearing worthy of belief; credible or plausible
course	a defined amount of learning developed from a subject syllabus
create	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
creative	resulting from originality of thought or expression; relating to or involving the use of the imagination or original ideas to create something; having good imagination or original ideas
credible	capable or worthy of being believed; believable; convincing
criterion	the property or characteristic by which something is judged or appraised
critical	involving skilful judgment as to truth, merit, etc.; involving the objective analysis and evaluation of an issue in order to form a judgment; expressing or involving an analysis of the merits and faults of a work of literature, music, or art; incorporating a detailed and scholarly analysis and commentary (of a text); rationally appraising for logical consistency and merit
critique	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
cultural conventions	common set of norms and established standards shared by members of a group, to which each person is expected to conform
cultural values	common set of beliefs and principles shared by a group
cursory	hasty, and therefore not thorough or detailed; performed with little attention to detail; going rapidly over something, without noticing details; hasty; superficial

Term	Explanation
D	
decide	reach a resolution as a result of consideration; make a choice from a number of alternatives
deduce	reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given
defensible	justifiable by argument; capable of being defended in argument
define	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities
demonstrate	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition
derive	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship; in mathematics, obtain the derivative of a function
describe	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
design	produce a plan, simulation, model or similar; plan, form or conceive in the mind; in English, select, organise and use particular elements in the process of text construction for particular purposes; these elements may be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page or screen) and multimodal (a combination of more than one)
detailed	executed with great attention to the fine points; meticulous; including many of the parts or facts
determine	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
develop	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
devise	think out; plan; contrive; invent
differentiate	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things; in mathematics, obtain the derivative of a function
discerning	discriminating; showing intellectual perception; showing good judgment; making thoughtful and astute choices; selected for value or relevance
discriminate	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different
discriminating	differentiating; distinctive; perceiving differences or distinctions with nicety; possessing discrimination; perceptive and judicious; making judgments about quality; having or showing refined taste or good judgment

Term	Explanation
discuss	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
disjointed	disconnected; incoherent; lacking a coherent order/sequence or connection
distinguish	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items
diverse	of various kinds or forms; different from each other
document	support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)
draw conclusions	make a judgment based on reasoning and evidence
E	
effective	successful in producing the intended, desired or expected result; meeting the assigned purpose
efficient	working in a well-organised and competent way; maximum productivity with minimal expenditure of effort; acting or producing effectively with a minimum of waste, expense or unnecessary effort
element	a component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity
elementary	simple or uncompounded; relating to or dealing with elements, rudiments or first principles (of a subject); of the most basic kind; straightforward and uncomplicated
erroneous	based on or containing error; mistaken; incorrect
essential	absolutely necessary; indispensable; of critical importance for achieving something
evaluate	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
examination	a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems; candidate responses are completed individually, under supervised conditions, and in a set timeframe
examine	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
exchange	to give and receive information, ideas, opinions and/or experiences

Term	Explanation
experiment	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
explain	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
explicit	clearly and distinctly expressing all that is meant; unequivocal; clearly developed or formulated; leaving nothing merely implied or suggested
explore	look into both closely and broadly; scrutinise; inquire into or discuss something in detail
express	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); in words, art, music or movement, convey or suggest a representation of; depict
extended response	an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus; while candidates may undertake some research when writing of the extended response, it is not the focus of this technique; an extended response occurs over an extended and defined period of time
Extension subject	a two-unit subject (Units 3 and 4) for which a syllabus has been developed by QCAA, that is an extension of one or more General subject/s, studied concurrently with, Units 3 and 4 of that subject or after completion of, Units 3 and 4 of that subject
extensive	of great extent; wide; broad; far-reaching; comprehensive; lengthy; detailed; large in amount or scale
external assessment	summative assessment that occurs towards the end of a course of study and is common to all educational settings and candidates; developed and marked by the QCAA according to a commonly applied marking scheme
external examination	a supervised test, developed and marked by the QCAA, that assesses the application of a range of cognitions to multiple provided items such as questions, scenarios and/or problems; candidate responses are completed individually, under supervised conditions, and in a set timeframe
extrapolate	infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable

Term	Explanation
F	
factual	relating to or based on facts; concerned with what is actually the case; actually occurring; having verified existence
familiar	well-acquainted; thoroughly conversant with; well known from long or close association; often encountered or experienced; common; (of materials, texts, skills or circumstances) having been the focus of learning experiences or previously encountered in prior learning activities
feasible	capable of being achieved, accomplished or put into effect; reasonable enough to be believed or accepted; probable; likely
fluent	spoken or written with ease; able to speak or write smoothly, easily or readily; articulate; eloquent; in artistic performance, characteristic of a highly developed and excellently controlled technique; flowing; polished; flowing smoothly, easily and effortlessly
fluently	in a graceful and seemingly effortless manner; in a way that progresses smoothly and readily
formative assessment	assessment whose major purpose is to improve teaching and candidate achievement
fragmented	disorganised; broken down; disjointed or isolated
frequent	happening or occurring often at short intervals; constant, habitual, or regular
fundamental	forming a necessary base or core; of central importance; affecting or relating to the essential nature of something; part of a foundation or basis
G	
General subject	a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from General syllabuses contribute to the QCE; General subjects have an external assessment component; results may contribute to ATAR calculations
generate	produce; create; bring into existence
gist	substance or essence of a matter or of a text
Greek culture	culture that pertains to the Greek language and the communities in which the language is spoken, rather than just the country of Greece
H	
hypothesise	formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds

Term	Explanation
I	
identify	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
illogical	lacking sense or sound reasoning; contrary to or disregardful of the rules of logic; unreasonable
implement	put something into effect, e.g. a plan or proposal
implicit	implied, rather than expressly stated; not plainly expressed; capable of being inferred from something else
improbable	not probable; unlikely to be true or to happen; not easy to believe
inaccurate	not accurate
inappropriate	not suitable or proper in the circumstances
inconsistent	lacking agreement, as one thing with another, or two or more things in relation to each other; at variance; not consistent; not in keeping; not in accordance; incompatible, incongruous
independent	thinking or acting for oneself, not influenced by others
in-depth	comprehensive and with thorough coverage; extensive or profound; well-balanced or fully developed
infer	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
informed	knowledgeable; learned; having relevant knowledge; being conversant with the topic; based on an understanding of the facts of the situation (of a decision or judgment)
innovative	new and original; introducing new ideas; original and creative in thinking
insightful	showing understanding of a situation or process; understanding relationships in complex situations; informed by observation and deduction
instrument-specific marking guide	ISMG; a tool for marking that describes the characteristics evident in candidate responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
integral	*adjective* necessary for the completeness of the whole; essential or fundamental; *noun* in mathematics, the result of integration; an expression from which a given function, equation, or system of equations is derived by differentiation
intended	designed; meant; done on purpose; intentional

Term	Explanation
intercultural understanding	understanding that there are multiple ways to view the world; an awareness of diverse beliefs, values and customs
interpret	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
investigate	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
investigation	an assessment technique that requires candidates to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time
irrelevant	not relevant; not applicable or pertinent; not connected with or relevant to something
ISMG	instrument-specific marking guide; a tool for marking that describes the characteristics evident in candidate responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
isolated	detached, separate, or unconnected with other things; one-off; something set apart or characterised as different in some way
J	
judge	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination
justified	sound reasons or evidence are provided to support an argument, statement or conclusion
justify	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable

Term	Explanation
L	
language elements	parts of a language system that combine, e.g. phonemes (sounds), morphemes (words), language features, language functions, characters, punctuation, phrases, sentences and utterances (see also 'language features')
language features	linguistic elements that support meaning, e.g. sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing; choices in language features and text structures together define a type of text and shape its meaning; these choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production
learning area	a grouping of subjects, with related characteristics, within a broad field of learning, e.g. the Arts, sciences, languages
linguistic	relating to languages, use of language elements and language-learning skills
linguistic and cultural knowledge	combination of intercultural understanding and knowledge of language elements suited to the mode of communication
logical	rational and valid; internally consistent; reasonable; reasoning in accordance with the principles/rules of logic or formal argument; characterised by or capable of clear, sound reasoning; (of an action, decision, etc.) expected or sensible under the circumstances
logically	according to the rules of logic or formal argument; in a way that shows clear, sound reasoning; in a way that is expected or sensible
M	
make decisions	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position
manipulate	adapt or change to suit one's purpose
mental procedures	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; sometimes referred to as 'procedural knowledge'; there are three distinct phases to the acquisition of mental procedures — the cognitive stage, the associative stage, and the autonomous stage; the two categories of mental procedures are skills (single rules, algorithms and tactics) and processes (macroprocedures)
methodical	performed, disposed or acting in a systematic way; orderly; characterised by method or order; performed or carried out systematically
minimal	least possible; small, the least amount; negligible
mode	in languages, a method of communication for exchanging meaning, i.e. listening, reading, speaking, viewing and writing; in combination, these methods of communication form multimodal texts

Term	Explanation
modify	change the form or qualities of; make partial or minor changes to something
multimodal	uses a combination of at least two modes (e.g. spoken, written), delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated so that each mode contributes significantly to the response
N	
narrow	limited in range or scope; lacking breadth of view; limited in amount; barely sufficient or adequate; restricted
nuanced	showing a subtle difference or distinction in expression, meaning, response, etc.; finely differentiated; characterised by subtle shades of meaning or expression; a subtle distinction, variation or quality; sensibility to, awareness of, or ability to express delicate shadings, as of meaning, feeling, or value
O	
objectives	see ‘syllabus objectives’, ‘unit objectives’, ‘assessment objectives’
obvious	clearly perceptible or evident; easily seen, recognised or understood
optimal	best, most favourable, under a particular set of circumstances
organise	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
organised	systematically ordered and arranged; having a formal organisational structure to arrange, coordinate and carry out activities
outstanding	exceptionally good; clearly noticeable; prominent; conspicuous; striking
P	
partial	not total or general; existing only in part; attempted, but incomplete
particular	distinguished or different from others or from the ordinary; noteworthy
perceptive	having or showing insight and the ability to perceive or understand; discerning (see also ‘discriminating’)
performance	an assessment technique that requires candidates to demonstrate a range of cognitive, technical, creative and/or expressive skills and to apply theoretical and conceptual understandings, through the psychomotor domain; it involves candidate application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent; a performance is developed over an extended and defined period of time
personal response	text created by an individual expressing their own ideas, opinions, experiences, values, attitudes and/or perspectives

Term	Explanation
perspectives	in languages, the ways in which writers/speakers deliberately or subconsciously construct their texts to embed their way of thinking in their texts and position readers/viewers, e.g. a conservative perspective; conversely, the way readers/viewers perceive or interpret a text
persuasive	capable of changing someone's ideas, opinions or beliefs; appearing worthy of approval or acceptance; (of an argument or statement) communicating reasonably or credibly (see also 'convincing')
perusal time	time allocated in an assessment to reading items and tasks and associated assessment materials; no writing is allowed; candidates may not make notes and may not commence responding to the assessment in the response space/book
planning time	time allocated in an assessment to planning how to respond to items and tasks and associated assessment materials; candidates may make notes but may not commence responding to the assessment in the response space/book; notes made during planning are not collected, nor are they graded or used as evidence of achievement
polished	flawless or excellent; performed with skilful ease
precise	definite or exact; definitely or strictly stated, defined or fixed; characterised by definite or exact expression or execution
precision	accuracy; exactness; exact observance of forms in conduct or actions
predict	give an expected result of an upcoming action or event; suggest what may happen based on available information
product	an assessment technique that focusses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings; a product is developed over an extended and defined period of time
proficient	well advanced or expert in any art, science or subject; competent, skilled or adept in doing or using something
project	an assessment technique that focusses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings; the response is a coherent work that documents the iterative process undertaken to develop a solution and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models; a project is developed over an extended and defined period of time
propose	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
prove	use a sequence of steps to obtain the required result in a formal way

Term	Explanation
Psychomotor procedures	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; these are physical procedures used to negotiate daily life and to engage in complex physical activities; the two categories of psychomotor procedures are skills (foundational procedures and simple combination procedures) and processes (complex combination procedures)
purposeful	having an intended or desired result; having a useful purpose; determined; resolute; full of meaning; significant; intentional
Q	
QCE	Queensland Certificate of Education
R	
realise	create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to
reasonable	endowed with reason; having sound judgment; fair and sensible; based on good sense; average; appropriate, moderate
reasoned	logical and sound; based on logic or good sense; logically thought out and presented with justification; guided by reason; well-grounded; considered
recall	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one's mind
recognise	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge
refined	developed or improved so as to be precise, exact or subtle
reflect on	think about deeply and carefully
rehearsed	practised; previously experienced; practised extensively
related	associated with or linked to
relevance	being related to the matter at hand
relevant	bearing upon or connected with the matter in hand; to the purpose; applicable and pertinent; having a direct bearing on
repetitive	containing or characterised by repetition, especially when unnecessary or tiresome
reporting	providing information that succinctly describes candidate performance at different junctures throughout a course of study
resolve	in the Arts, consolidate and communicate intent through a synthesis of ideas and application of media to express meaning
routine	often encountered, previously experienced; commonplace; customary and regular; well-practised; performed as part of a regular procedure, rather than for a special reason

Term	Explanation
rudimentary	relating to rudiments or first principles; elementary; undeveloped; involving or limited to basic principles; relating to an immature, undeveloped or basic form
S	
safe	secure; not risky
secure	sure; certain; able to be counted on; self-confident; poised; dependable; confident; assured; not liable to fail
select	choose in preference to another or others; pick out
sensitive	capable of perceiving with a sense or senses; aware of the attitudes, feelings or circumstances of others; having acute mental or emotional sensibility; relating to or connected with the senses or sensation
sequence	place in a continuous or connected series; arrange in a particular order
show	provide the relevant reasoning to support a response
significant	important; of consequence; expressing a meaning; indicative; includes all that is important; sufficiently great or important to be worthy of attention; noteworthy; having a particular meaning; indicative of something
simple	easy to understand, deal with and use; not complex or complicated; plain; not elaborate or artificial; may concern a single or basic aspect; involving few elements, components or steps
simplistic	characterised by extreme simplification, especially if misleading; oversimplified
sketch	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; in mathematics, represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features
skilful	having technical facility or practical ability; possessing, showing, involving or requiring skill; expert, dexterous; demonstrating the knowledge, ability or training to perform a certain activity or task well; trained, practised or experienced
skilled	having or showing the knowledge, ability or training to perform a certain activity or task well; having skill; trained or experienced; showing, involving or requiring skill
solve	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
sophisticated	of intellectual complexity; reflecting a high degree of skill, intelligence, etc.; employing advanced or refined methods or concepts; highly developed or complicated

Term	Explanation
specific	clearly defined or identified; precise and clear in making statements or issuing instructions; having a special application or reference; explicit, or definite; peculiar or proper to something, as qualities, characteristics, effects, etc.
spontaneous	unprepared; responding to an unseen stimulus and/or new situation, e.g. a prepared speech may be followed by a spontaneous discussion with the audience
sporadic	happening now and again or at intervals; irregular or occasional; appearing in scattered or isolated instances
straightforward	without difficulty; uncomplicated; direct; easy to do or understand
strategies to maintain communication	ways candidates synthesise and manipulate language to express meaning, including skills used to maintain conversation, e.g. asking for clarification or meaning, circumlocution, initiating and sustaining an exchange, using pause fillers (e.g. er, um and sympathetic noises such as ooh, aah), and nonverbal language, e.g. facial expressions, eye contact, gestures, touch, tone of voice, dress, posture and spatial distance
structure	*verb* give a pattern, organisation or arrangement to; construct or arrange according to a plan; *noun* in languages, arrangement of words into larger units, e.g. phrases, clauses, sentences, paragraphs and whole texts, in line with cultural, intercultural and textual conventions
structured	organised or arranged so as to produce a desired result
subject	a branch or area of knowledge or learning defined by a syllabus; subjects are usually based in a discipline or field of study (see also 'course')
subject matter	the subject-specific body of information, mental procedures and psychomotor procedures that are necessary for candidates' learning and engagement within that subject
substantial	of ample or considerable amount, quantity, size, etc.; of real worth or value; firmly or solidly established; of real significance; reliable; important, worthwhile
substantiated	established by proof or competent evidence
subtle	fine or delicate in meaning or intent; making use of indirect methods; not straightforward or obvious
successful	achieving or having achieved success; accomplishing a desired aim or result
succinct	expressed in few words; concise; terse; characterised by conciseness or brevity; brief and clear
sufficient	enough or adequate for the purpose
suitable	appropriate; fitting; conforming or agreeing in nature, condition, or action

Term	Explanation
summarise	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence
summative assessment	assessment whose major purpose is to indicate candidate achievement; summative assessments contribute towards a candidate's subject result
superficial	concerned with or comprehending only what is on the surface or obvious; shallow; not profound, thorough, deep or complete; existing or occurring at or on the surface; cursory; lacking depth of character or understanding; apparent and sometimes trivial
supported	corroborated; given greater credibility by providing evidence
sustained	carried on continuously, without interruption, or without any diminishing of intensity or extent
syllabus	a document that prescribes the curriculum for a course of study
syllabus objectives	outline what is required to teach and what candidates have the opportunity to learn; described in terms of actions that operate on the subject matter; the overarching objectives for a course of study (see also 'unit objectives', 'assessment objectives')
symbolise	represent or identify by a symbol or symbols
synthesise	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding
systematic	done or acting according to a fixed plan or system; methodical; organised and logical; having, showing, or involving a system, method, or plan; characterised by system or method; methodical; arranged in, or comprising an ordered system
T	
test	take measures to check the quality, performance or reliability of something
text	a communication of meaning produced in any medium that incorporates language, including sound, print, film, digital and multimedia representations; texts include written, spoken/signed, nonverbal or visual communication of meaning; they may be extended unified works or series of related pieces
text types	texts classified by the purpose/s they are designed to achieve, which influence the characteristic features the texts employ, such as language, structure and mode of communication; classifications are sometimes ambiguous or overlapping; may include: analytical, comedic, descriptive, informative, narrative, persuasive, procedural, satirical, transactional
textual conventions	surface features of language composition, e.g. usage, sentence formation, paragraphing, observation of text type in language production

Term	Explanation
thorough	carried out through, or applied to the whole of something; carried out completely and carefully; including all that is required; complete with attention to every detail; not superficial or partial; performed or written with care and completeness; taking pains to do something carefully and completely
thoughtful	occupied with, or given to thought; contemplative; meditative; reflective; characterised by or manifesting thought
tone	in languages, the language chosen by a speaker or writer to indicate or convey emotion, feeling or attitude to subject matter and/or audience, e.g. informal tone in a letter to a friend.
topic	a division of, or sub-section within a unit; all topics/sub-topics within a unit are interrelated
U	
unclear	not clear or distinct; not easy to understand; obscure
understand	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
uneven	unequal; not properly corresponding or agreeing; irregular; varying; not uniform; not equally balanced
unfamiliar	not previously encountered; situations or materials that have not been the focus of prior learning experiences or activities
unit	a defined amount of subject matter delivered in a specific context or with a particular focus; it includes unit objectives particular to the unit, subject matter and assessment direction
unit objectives	drawn from the syllabus objectives and contextualised for the subject matter and requirements of a particular unit; they are assessed at least once in the unit (see also 'syllabus objectives', 'assessment objectives')
unrelated	having no relationship; unconnected
unseen	in assessment, materials that candidates have not previously been exposed to directly in class
use	operate or put into effect; apply knowledge or rules to put theory into practice
V	
vague	not definite in statement or meaning; not explicit or precise; not definitely fixed, determined or known; of uncertain, indefinite or unclear character or meaning; not clear in thought or understanding; couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars; thinking or communicating in an unfocused or imprecise way
valid	sound, just or well-founded; authoritative; having a sound basis in logic or fact (of an argument or point); reasonable or cogent; able to be supported; legitimate and defensible; applicable

Term	Explanation
values	characteristics, qualities, philosophical and emotional stances; e.g. moral principles or standards, often shared with others in a cultural group
variable	*adjective* apt or liable to vary or change; changeable; inconsistent; (readily) susceptible or capable of variation; fluctuating, uncertain; *noun* in mathematics, a symbol, or the quantity it signifies, that may represent any one of a given set of number and other objects
variety	a number or range of things of different kinds, or the same general class, that are distinct in character or quality; (of sources) a number of different modes or references
visual	in languages, text/s that are viewed and read, predominantly containing images or graphics that are supported by a small amount of written text (60 words)
W	
wide	of great range or scope; embracing a great number or variety of subjects, cases, etc.; of full extent
with expression	in words, art, music or movement, conveying or indicating feeling, spirit, character, etc.; a way of expressing or representing something; vivid, effective or persuasive communication

7 References

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8 Version history

Version	Date of change	Update
1.1	August 2020	Adjustments to VCAA examination specifications for 2020 only: • changes to the oral examination specifications • changes to the written examination specifications. Other changes: • revised text types • revised writing styles.

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Queensland Curriculum & Assessment Authority
PO Box 307 Spring Hill QLD 4004 Australia
154 Melbourne Street, South Brisbane

Phone: (07) 3864 0299
Email: office@qcaa.qld.edu.au
Website: www.qcaa.qld.edu.au