

Senior Syllabus

Modern Greek

2008

To be used for the first time with Year 11 students
in 2009



**Queensland
Government**



**Queensland
Studies Authority**
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Modern Greek Senior Syllabus

This syllabus is approved for general implementation until 2015, unless otherwise stated.

To be used for the first time with Year 11 students in 2009.

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1. Rationale

The study of languages is an integral part of a general education, and the importance of knowing additional languages is recognised in *The Adelaide Declaration on National Goals for Schooling in the 21st Century* (1999) and the *National Statement for Languages Education in Australian Schools. National Plan for Languages Education in Australian Schools 2005–2008*.

Learning additional languages widens horizons, broadens cognitive and cultural experience, develops communicative and intercultural competence and opens up new perspectives for learners, as well as for their own language and cultural practices. Learning another language extends, diversifies and enriches learners' cognitive, social and linguistic development.

Information and communication technologies (ICTs), trade and commerce have brought Australians into closer relationships and more frequent interactions with people of other cultures, countries and communities. In such an environment, learning another language takes on a sense of necessity and urgency. Language can be practised and used effectively in a domestic context. Cultural diversity within the borders of states is common in the modern world. Australia needs to continue its commitment to maintaining a pluralistic society where languages are valued.

Learning another language involves communicating in a way that is appropriate to the sociocultural context in which the language is used. It involves using language to comprehend and convey meaning. Learning languages contributes to and enriches students' intellectual, educational, linguistic, personal, social and cultural development. It requires and improves intellectual discipline and systematic study habits. These habits are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Because students need to reorganise their thinking to accommodate the structure of another language, they develop cognitive flexibility and problem-solving ability which can be applied when problems and solutions are not evident, as well as when critical thinking and creative approaches are required. As a result of students' increased awareness of the ways in which relationships are expressed in language, they develop clear thinking and clarity of expression. Language study gives insights into the nature, purposes and styles of language and promotes a greater sensitivity to and understanding of languages in general, including English. Literacy skills acquired in another language enhance skills in one's first language.

The study of Modern Greek provides opportunities for developing the key competencies in contexts that arise naturally from the content and the investigative bases of the subject*. Of the seven key competencies, the following six are relevant to Modern Greek:

- KC1: Collecting, analysing and organising information
- KC2: Communicating ideas and information
- KC3: Planning and organising activities
- KC4: Working with others and in teams
- KC6: Solving problems
- KC7: Using technology.

In the course of their studies, both individually and in groups, students will be involved in communicating ideas, information, opinions, arguments and conclusions, in a variety of formats and for

* Refer to *Integrating the Key Competencies into the Assessment and Reporting of Student Achievement in Senior Secondary Schools in Queensland*, published by QBSSSS in 1997.

The key competencies are: KC1: collecting, analysing and organising information; KC2: communicating ideas and information; KC3: planning and organising activities; KC4: working with others and in teams; KC5: using mathematical ideas and techniques; KC6: solving problems; KC7: using technology.

a variety of audiences. They will collect, analyse, organise and evaluate the quality and validity of information gained from a variety of sources and presented in a range of media and text types. In Modern Greek, students will plan and organise activities, both within and outside the school context. As part of their learning and classroom experiences, students will have opportunities to use and apply a range of technologies, particularly those relating to the use of computers.

Why study Modern Greek?

Modern Greek is a valuable language for Australians to learn.

- Modern Greek is the official language of Greece and Cyprus and is spoken by the millions of people from those countries who have migrated to all parts of the world, including other parts of Europe, northern Africa, the United States of America, Canada, South America and Australia.
- As well as being an international language and one of the languages of the European Union, it is an Australian community language, third only to English and Italian. Several hundred thousand people in Australia are either Greek-born or are of Greek origin, thereby making Modern Greek one of two languages with the largest proportion of Australian-born speakers.
- Students have many opportunities to use Modern Greek, as the language is maintained and fostered in a large number of communities throughout Australia. Local and overseas newspapers, television and radio programs in the Greek language support these opportunities.
- The Greek language is shaped by over 3,000 years of historical, linguistic and cultural continuity. It gives expression to an eventful history and to a rich and varied modern culture. It also encapsulates 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.
- Students of Modern Greek gain access to cultural traditions and creative influences that have had, and continue to have, a profound and direct effect on Australia and the world. These influences include technology, engineering, the physical and mathematical sciences, cuisine, sport and the Arts (painting, architecture, music, opera, theatre, literature and film).
- Greece is a popular destination for Australian travellers. The ability to communicate in Greek enriches travel experience by fulfilling practical needs and opening up opportunities for social interaction with Greek people.
- The study of Greek contributes to the overall education of students, particularly in the areas of communication, cultural understanding, literacy and general knowledge. The ability to communicate in Greek may, in conjunction with other skills, also enhance career opportunities in fields such as the Arts, banking, diplomacy and foreign affairs, education, law, medicine, shipping, trade and business, social services, tourism and hospitality.

Description of the target group

This syllabus is intended for students who wish to study Modern Greek as an additional language and who have studied the language at junior secondary level in Australia or in a similar environment. Students, typically, will have studied Modern Greek for a continuous period throughout Years 8, 9 and 10. Other students with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.

2. Global aims

By studying Senior Modern Greek, students should:

- enhance their capacity to communicate and interact effectively within and across languages and cultures
- appreciate the interrelationship of language and culture and the importance of intercultural competence
- extend their awareness and understanding of the nature of language through analysing the linguistic systems of Modern Greek
- acquire language–learning strategies that can be applied in other studies
- recognise and appreciate the cultural, linguistic and racial diversity both within Australia and globally
- increase the awareness and appreciation of their own language and culture as a result of learning about an additional language and culture
- understand the role of technology in enhancing communication
- expand their post-school options and meet the growing needs of business and industry for language skills and intercultural understanding.

3. General objectives

By the conclusion of the course, students should be able to communicate in Modern Greek. Communication in Years 11 and 12 is *receptive*, involving listening and reading, as well as *productive*, involving speaking and writing. *Receptive* and *productive* are used in this syllabus in the sense that is similar to *comprehending* (listening and reading) and *composing* (speaking and writing) used in Key Learning Area (KLA) Years 4–10 syllabuses.

While language is experienced and developed through the macroskills — Listening, Reading, Speaking and Writing — which often occur concurrently, proficiency in each of the macroskills may not evolve at exactly the same rate. Thus, the objectives are stated in terms of the macroskills, and each will be assessed separately. The four macroskills should be developed interdependently, integrating the themes and topics, functions, grammar and cultural understandings in the syllabus.

Comprehension (receptive communication)

These objectives are expressed in terms of *Listening* and *Reading*.

Listening

By the conclusion of the course, students should:

- know and understand familiar and complex spoken language
- reason and respond to speakers' attitudes, purposes, intentions and cultural meanings.

Reading

By the conclusion of the course, students should:

- know and understand familiar and complex written language
- reason and respond to writers' perspectives, purposes, intentions and cultural meanings.

Conveying meaning (productive communication)

These objectives are expressed in terms of *Speaking* and *Writing*.

Speaking

By the conclusion of the course, students should:

- know and use features of the Greek language
- create spoken language in Greek and respond in situations relevant to their communication needs.

Writing

By the conclusion of the course, students should:

- know and use features of the Greek language
- create written Greek language and respond in a manner suitable for the setting, audience and text type.

Attitudes and values

By the conclusion of the course, students should:

- understand that learning a language is a continuous process through life
- willingly interact with others in Modern Greek
- understand that attitudes and values, their own and those of others, are embedded in culture
- develop a view of the world shaped by intercultural understanding
- understand that language and culture are interdependent.

4. Perspectives on language teaching and learning

The basic principle underlying the study of Modern Greek in the senior phase of learning is learning in communicative contexts. Communication encompasses the exchange and negotiation of meaning between individuals through the use of verbal and nonverbal symbols in aural, oral, visual and written modes. It involves both receptive and productive processes through the application of language learning to new situations.

Language competency is acquired at varying rates and depends on a variety of factors including: exposure to the language, range and quality of learning experiences and continuity of studies. Language develops progressively as students endeavour to communicate with increasing precision and detail. Their language becomes more complex in form and more varied in vocabulary.

The *Australian Language Levels Guidelines* (Curriculum Development Centre 1988; see Resources section) states that students learn a language best when:

- they are treated as individuals with their own needs and interests
- they are provided with opportunities to participate in communicative use of the target language in a wide range of activities
- they are exposed to communicative data that are comprehensible and relevant to their own needs and interests
- they focus deliberately on various language forms, skills, and strategies in order to support the process of language acquisition
- they are exposed to sociocultural data and direct experience of the culture(s) embedded within the language that they are learning
- they become aware of the role and nature of language and of culture
- they are provided with appropriate feedback about their progress
- they are provided with opportunities to manage their own learning.

The National Statement for Languages Education in Australian Schools. National Plan for Languages Education in Australian Schools 2005–2008 (see Resources section) states that learning languages:

- enriches learners intellectually, educationally and culturally
- enables learners to communicate across cultures
- contributes to social cohesiveness through better communication and understanding
- further develops the existing linguistic and cultural resources in the community
- contributes to Australia's strategic, economic and international development
- enhances employment and career prospects for the individual.

To communicate effectively, students should:

- be aware of the sociocultural context in which they are operating
- have an understanding of the linguistic features of the language being used
- become familiar with strategies used to understand and use language
- develop intercultural understanding.

Sociocultural context

Knowledge of the sociocultural context is important to ensure effective communication. Members of cultural communities make individual and collective meaning of experience, and represent their understandings, values and attitudes through language.

Through exposure to authentic materials and realistic situations and, ideally, through personal contact with Greek-speaking people, students will gain an appreciation of how speakers of Modern Greek engage with the world.

Linguistic aspects

To communicate effectively, students need knowledge and understanding of language features, including grammar, vocabulary and cohesive devices. Students are introduced to language structures through the study of various functions in a variety of settings.

The order in which language functions are taught will depend on the teachers' perception of the students' communicative needs, and on the complexity of the language structures required to express them.

Communication strategies

The communication skills that people learn in their first language are often employed when learning another language; for example, strategies for replacing an unknown word with another word or phrase that will make the meaning clear. Such strategies need to be modelled and students should be expected to use them in realistic and lifelike situations.

Intercultural understanding

Intercultural understanding refers to the ability to view the world, not from the single perspective of one's own first language and culture, but from the multiple perspectives gained through the study of additional languages and cultures. As a result, students should be able to develop better understandings of their place in the world and that of others, which in turn contributes to social cohesiveness (*National Statement for Languages Education in Australian Schools. National Plan for Languages Education in Australian Schools 2005–2008*).

Intercultural language learning requires that students adopt an inquiring state of mind, notice and question assumptions and reorient themselves in relation to others. Language cannot be separated from its social and cultural contexts; it involves the integration of language, culture and learning and helps learners to know and understand the world around them, and to understand commonality and difference, global connections and patterns.

A course of study should enable students to engage in various intercultural contexts. The cultural aspects of learning should encompass the variety of people and lifestyles within a culture. Students should be aware of the differences that exist within cultures as well as the common features that permeate them. They should also realise that stereotypes may not reflect reality.

5. Macroskills

Language learning focuses on the use of the four macroskills. They are developed both independently (speaking is developed by speaking, reading by reading etc) and interdependently (one skill supports development in others). The greatest transfer of learning is from *comprehension*, involving listening and reading, to *conveying meaning*, involving speaking and writing.

A broadly concurrent approach should be adopted. At times one skill might be highlighted and developed, but in general, and over the length of the course, all the skills should be treated equally.

Students should be encouraged to use Modern Greek text types and modes of communication, reflecting Greek culture. This includes the use of various forms of technology for communicative purposes.

A variety of tasks, which include inquiry and/or problem-solving, promotes the progressive development of the four macroskills.

5.1 Listening

Listening involves comprehending meaning in a range of situations and text types.

Students should be encouraged to develop strategies that are appropriate for the task. This may include the use of analysis and inductive reasoning to assist in comprehension, or listening for gist or specific details. Students should be able to actively take part in conversation.

Students should be guided gradually to think beyond the meaning of the immediate phrase or sentence and process sections of texts; they should consider cultural aspects of the communication, the speaker's attitude to the topic, the situation or context, and the audience. Meaning may be enhanced by tone of voice, gesture or other visual means.

Students should be exposed to a range of Modern Greek speakers (male and female, young and old). The speed of utterances should be gradually increased and the predictability of meaning reduced.

In one-to-one situations and in groups, students should be able to follow, respond appropriately, and interact effectively with a background speaker or speakers.

5.2 Reading

Reading involves comprehending meaning in a range of situations and text types.

Students should be encouraged to develop strategies that are appropriate for the task. This may include the use of analysis and inductive reasoning to help comprehension or reading for gist or specific details.

Students should be guided to consider the meaning of the immediate word, phrase or sentence in the context of the entire text; they should consider cultural aspects of the communication, the writer's attitude to the topic, the situation or context, and the audience. Meaning may be enhanced by visual means or other specific Modern Greek conventions.

Students should be exposed to a range of Modern Greek text types, with a gradual increase in the level of difficulty and reduction in the predictability of the meaning. There should be variety in hand written and printed fonts/characters.

5.3 Speaking

Speaking involves conveying meaning in a range of situations and text types.

Students communicate with others to negotiate meaning and should progress from using rehearsed language to the spontaneous use of familiar language.

Students should be encouraged to express their own ideas and opinions on topics of relevance to them. The focus of speaking is successful communication, which includes the use of appropriate language features and functions, non-verbal devices and cultural practices.

The development of features such as pronunciation, stress, intonation, range of vocabulary and idiom can be assisted by exposure to good models. Taking acceptable risks in speaking is part of the learning process. As a result students' confidence and control over their use of language may increase.

5.4 Writing

Writing involves conveying meaning in a range of situations and text types.

Students write to express information, ideas and opinions on topics of relevance to them. They should consider the audience and adopt a suitable style and tone.

They should be exposed to various Modern Greek written conventions and be provided with opportunities to practise realistic written text types such as forms, letters, reports, articles, emails, notes, stories and cartoons. Writing tasks involve the flexible and original use of familiar language.

Practising grammatical structures in meaningful communicative contexts and in exercises that manipulate structures is necessary to develop proficiency.

By the end of the course students are expected, in some contexts, to write a minimum of 200 words of connected prose. The nature of the task should determine the length for any particular piece of writing. Such tasks should also allow the student to demonstrate the development of a range of ideas using a variety of structures.

6. Course organisation

6.1 Time allocation

The minimum number of hours of timetabled school time, including assessment for a course of study developed from this syllabus, is 55 hours per semester. A course of study will usually be completed over two years (220 hours).

6.2 Course requirements

The course of study is to be developed around the following elements:

- cultural context
- settings
- themes and topics
- language functions
- language features
- text types.

The course of study provides students with opportunities to develop sufficient competency in Modern Greek to use it in a variety of ways to achieve the communicative objectives.

Communication takes place in a **cultural context** that is dependent on specific cultural activities and text types. Within this context, there are **settings** that reflect more particular social contexts or situations, which in turn suggest the **themes and topics**. In order to express and interpret factual and personal meanings within a topic, the intention or purpose (i.e. the **function** of language) needs to be taken into account. To express these meanings in connected discourse, the resources of the language system are called upon. These consist of **grammar, vocabulary, cohesive devices** and the sound and writing systems.

6.2.1 Cultural context

Language and culture are inextricably linked and references to culture in a language program must reflect this connection. Learners should view the world from multiple perspectives gained through study of second and subsequent languages and cultures. Aspects of Greek history, geography, literature, arts and especially characteristics of the everyday life of the Greek-speaking peoples should be integrated into the themes and topics selected for language learning. In this way, students should develop a cultural understanding of the Greek-speaking peoples, and, through this, develop an empathetic attitude to the world around them, and to commonality and difference.

6.2.2 Settings

Language use in a situation or social context involves both a setting and one or more topics. As far as possible, settings and situations should be related to the students' interests. Within the settings, the social roles of the speakers (friend–friend, customer–attendant, adult–child) must be taken into account. The mode and medium of communication (for example, face-to-face, telephone conversation, letter, electronic communication, or print) must also be considered.

Settings can be defined as the location and circumstances for purposeful language use, for example, a railway station at rush hour.

It is important that the settings chosen stimulate student interest in language learning and provide authentic opportunities for language use. These include:

- an Australian context in which they can discuss aspects of Australia and their own experiences, opinions and aspirations with someone who speaks Greek
- an overseas context where they can participate in the everyday life of a Greek-speaking community.

6.2.3 Themes and topics

In identifying language content for the course of study, teachers should use the following four themes to establish topics through which students will experience and use the language:

- family and community
- leisure, recreation and human creativity
- school and post-school options
- social issues.

All themes must be covered during the course, with at least one topic within each theme being studied in depth; 4–6 weeks. Themes may be studied in any order.

Topics should be chosen for reasons of interest, enjoyment and relevance rather than for their specific contribution to linguistic progression. Sequencing of topics should be coherent to ensure linguistic consolidation is achieved.

Table 1: Themes and suggested topics

[See next page for Table 1.]

Table 1: Themes and suggested topics

Theme 1	Family and community
Topics	<ul style="list-style-type: none"> • personal description, personality, relationships, health care, fitness • family life, home, domestic routines • festivals, celebrations and special occasions • customs and appropriate ways of behaving • services — shopping, banking, transport and travel, post, telephone, health, police, government
Theme 2	Leisure, recreation and human creativity
Topics	<ul style="list-style-type: none"> • sport, hobbies, interests • radio, TV, films, newspapers, magazines, advertising • music, art, poetry, short stories, extracts from plays and novels • holiday planning and itineraries, tourist offices • accommodation — hotels, hostels, campsites • geography, climate, landscapes, cityscapes • history — people and events • science — inventions, medicine, space exploration • information technology — DVDs, internet, emails, mobile phones/PDAs and other digital media
Theme 3	School and post-school options
Topics	<ul style="list-style-type: none"> • school • student exchanges, school visits • future plans • further study • tourism and hospitality • part-time work and work experience • business and industry • other professions and occupations
Theme 4	Social issues
Topics	<ul style="list-style-type: none"> • current affairs • environment • health • adolescence • government • consumerism, advertising • world peace and aid • prejudice, discrimination, stereotyping, equity • unemployment • roles in society • the family unit • values, ethics

Notes

1. Teachers have the flexibility to use these topics as the focus of discussion or to prepare students for direct experience in these areas.
2. Teachers may select topics not specified in the table above.

6.2.4 Language functions

Language functions are purposes for which language is used. The functions that students should be able to use by the end of the course are listed below in four groups.

The order in which functions are treated will depend on the teachers' perception of the students' communicative needs, and on the complexity of the language structures required to express them. In general, teachers should emphasise high frequency forms of the language. No rigid progression is recommended.

Functions can be developed to differing extents. Some may be achieved through set expressions and others are more open ended. Many functions will be revisited in the teaching program and at increasing levels of complexity. The order of the functions listed below does not indicate any suggested progression or degree of emphasis.

Socialising

- | | |
|----------------------|------------------------|
| • greeting | • leavetaking |
| • introducing people | • attracting attention |

Exchanging information

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • identifying and asking about: <ul style="list-style-type: none"> – people – things – problems – understanding/misunderstanding | • asking for and giving: <ul style="list-style-type: none"> – time – cost – directions – meaning – clarification – confirmation – reasons – instructions |
| • asking about and describing: <ul style="list-style-type: none"> – people (personality traits, physical appearance and ability) – things – places – manner – times – activities/events/situations (past, present, future) – physical features (colour, dimensions, number) – experience | • denying |
| | • counting (cardinal and ordinal numbers) |
| | • correcting |
| | • reporting |
| | • comparing |

Expressing and finding out feelings, opinions and attitudes

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • enquiring about and expressing: <ul style="list-style-type: none"> – opinions – preference – intention – wants and needs – fears – anger – agreement/disagreement – certainty/uncertainty – possibility/impossibility – probability/improbability – likes/dislikes – pleasure/displeasure – approval/disapproval | • expressing: <ul style="list-style-type: none"> – affection – gratitude – sympathy – regret – hope – surprise – praise – blame |
| | • apologising |
| | • complaining |
| | • congratulating |
| | • complimenting |
| | • encouraging |
| | • contradicting |

- predicting

Getting things done and negotiating meaning

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • asking for and giving: <ul style="list-style-type: none"> – advice – invitations – permission – decisions • requesting and offering: <ul style="list-style-type: none"> – help – goods and services – something to be done | <ul style="list-style-type: none"> • warning • giving commands • accepting/declining • asking about/fulfilling obligations • suggesting • negotiating. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

6.2.5 Language features

To express meaning in connected text, the structural components or language features of language systems (written, spoken/signed, visual, nonverbal and auditory) are used. In both spoken and written language these include grammar, vocabulary and cohesive devices. In addition, features of spoken language encompass intonation (patterns of stress, pitch and rhythm), pronunciation and the use of appropriate pause fillers; features of written language encompass paragraphing and punctuation.

Grammar refers to morphology and syntax; that is, the structure of words and sentences in the language.

Grammar is an important component of communication and should not be neglected. Students should become familiar with the grammar outlined in this section, through the study of various functions, in a variety of settings. Students internalise grammar more efficiently through the communicative use of language structures. Language structures need to be reinforced at regular intervals.

The **vocabulary** used will be determined by the settings, functions and topics selected for study.

Cohesion refers to the way parts of a text link with other parts. This can be achieved by:

- specific language features, for example:
 - pronouns, possessive adjectives, definite and indefinite articles
 - conjunctions and adverbs
 - synonyms, antonyms and homonyms
 - word chains (e.g. synonyms, antonyms, repetition)
 - word sets (e.g. classes and subclasses of words)
- the organisation of the information in a conventional way depending on the text type, for example:
 - a news article usually starts with the main newsworthy information, followed by background information
 - a narrative usually follows the structure of background, complication and resolution
 - a casual conversation consists of taking turns.

6.2.6 Mandatory requirements in grammar by the end of Year 12

Understanding, manipulating and using the grammatical structures outlined below are necessary to enable students to attain the levels described in the standards for macroskills at exit. The structures will be assessed as they occur naturally in communicative tasks.

The examples given are suggestions only.

Mandatory grammatical structures	Examples
<p>Adjectives</p> <ul style="list-style-type: none"> • possessive <ul style="list-style-type: none"> – unemphatic – emphatic • demonstrative • interrogative • indefinite • attributive • predicative • types: <ul style="list-style-type: none"> – ος, -η, -ο – ος, -α, -ο – ός, ιά, ό – ύς, -ιά, ύ – ής, -ιά, -ί – ής, -ής, -ές – ων, -ουσα, -ον • irregular • positive/comparative/superlative • particles used as nouns • used as determiners — demonstrative adjective • inflectional models * 	<p>μου, σου, ... εμένα, εσένα, δικός μου, δικός σου, ... αυτός ο κύριος, εκείνος ο κύριος, τούτος ο κύριος, τέτοιοι άνθρωποι, τόσο κόσμο ποιος, πόσος, τι ... (+ noun) κανένας, κάποιος, κάτι, τίποτε, κάμποσος, μερικοί, κάθε, όλος, άλλος οι κάλες γυναίκες Οι γυναίκες είναι κάλες. κάλος, κάλη, κάλο ωραίος, ωραία, ωραίο γλυκός, γλυκιά, γλυκό παχύς, παχιά, παχύ πορτοκαλής, πορτοκαλιά, πορτοκαλί ευγενής, ευγενής, ευγενές ενδιαφέρων, ενδιαφερούσα, ενδιαφέρον ο πολύς, η πολλή, το πολύ καλός, καλύτερος, ο καλύτερος τα τρεχούμενα νερά, οι γραμμένες οδηγίες αυτό/εκείνο το θέμα, το θέμα αυτό/εκείνο ο καλός, η καλή, το πολύ ο όμορφος, η όμορφη, το όμορφο ο ωραίος, η ωραία, το ωραίο ο γλυκος, η γλυκιά, το γλυκό</p>
<p>Adverbs</p> <ul style="list-style-type: none"> • formation: <ul style="list-style-type: none"> – from -ος/-ως adjectives – from -ης adjectives • formation: <ul style="list-style-type: none"> – in -α and/or -ως from adjectives • of time, manner, place • of quantity • positive/comparative/ superlative • with personal pronouns 	<p>αυστηρά, βαθιά συνήθως, ευτυχώς λίγα, πόσο, πολύ, κάμποσο αυστηρός, αυστηρότερα, αυστηρότατα μας</p>
<p>Articles</p> <ul style="list-style-type: none"> • definite • indefinite • declension of all cases • use and omission • article agreement with declinable forms of speech, e.g. noun, adjective, participle 	<p>ο, η, το ένας, μία, ένα</p>
<p>Case</p> <ul style="list-style-type: none"> • inflectional categories and their uses <ul style="list-style-type: none"> – inflectional models * 	<p>– ο αγώνας, ο ταμίας, ο φύλακας – ο ναύτης, ο νικητής – ο καφές, ο παππούς – η καδιά, η ώρα, η θάλασσα</p>

Mandatory grammatical structures	Examples
<ul style="list-style-type: none"> - indeclinables 	<ul style="list-style-type: none"> - η ελπίδα, η ταυτότητα - η αλεπού, η γιαγιά - το βουνό, το βιβλίο, το σύννεφο - το δάσος, το πέλαγος - το γράμμα, το όνομα - το γράψιμο - το φως - το ρεκόρ, το τραμ
<p>Conjunctions</p> <ul style="list-style-type: none"> • coordinating • subordinating • correlative 	<ul style="list-style-type: none"> και, ή, αλλά, μα, όμως, ... πως, ότι, που, όταν, ... ή ... ή ..., ούτε ... ούτε ...
<p>Degree *</p> <ul style="list-style-type: none"> • positive, comparative, relative and absolute superlative in monolectic (-τερος, -τατος) and periphrastic (πιο, ο πιο) forms • adjectival agreement and position 	<ul style="list-style-type: none"> ψηλός, ψηλότερος, ψηλότατος πιο ψηλός, ο πιο ψηλός, πολύ ψηλός ο καλός, μου φίλος, ο κόσμος ο σημερινός, είναι σκόπιμο να ... μου είναι εύκολο, μεγαλύτερος από
<p>Nouns</p> <ul style="list-style-type: none"> • types — proper, common, generic • gender — masculine, feminine, neuter • number — singular, plural • declension • case — nominative, accusative, genitive, vocative • adjectives used as nouns • masculine nouns ending in: <ul style="list-style-type: none"> - ος → οι - ας → ες - άς → άδες - έας → είς - ης → ες - Ης → ηδες - ής → είς - Ές → έδες - ούς → ούδες • feminine nouns ending in: <ul style="list-style-type: none"> - α → ες - α → αδες - η → ες - η → εις - ου → δες - ος → οι • neuter nouns ending in: <ul style="list-style-type: none"> - ο → α - ι → -α - μα → ματα - ος → η - ας/-ως → ατα/ωτα • indeclinable 	<ul style="list-style-type: none"> οι σύγουροι, ο ψηλός ο γιατρός ο πατέρας ο παπάς ο γραμματέας ο μαθητής ο καφετζής ο συγγενής ο καφές ο παππούς η εφημερίδα η μαμά η δραχμή η στάση η γλωσσού η μέθοδος το νερό το ψωμί το δέρμα το κράτος το κρέας / το φως το γκαράζ, το τραμ
<p>Numbers</p>	

Mandatory grammatical structures	Examples
<ul style="list-style-type: none"> • cardinal • ordinal • declension • questions • fractions • multiples • approximate 	<p>ένα, δύο μρώτος, δεύτερος, ... ένας/μία/ένα, τρία/τρεις, τέσσερα/τέσσερις</p> <p>μισός χρόνος, ενάμισής χρόνος διπλός, διπλάσιος δεκαριά, πενηντάρης</p>
<p>Particles</p> <ul style="list-style-type: none"> • negative 	<p>δεν, τίποτε, ...</p>
<p>Prepositions</p> <ul style="list-style-type: none"> • simple • taking the accusative case • taking the genitive case • compound • in expressions of time • use with nouns 	<p>σε, από, για, με, ... μεταξύ, εκτός, εναντίον, ... μπροστά σε, πίσω από, ... μεταξύ, εναντίον τέλος</p>
<p>Pronouns</p> <ul style="list-style-type: none"> • all cases • personal: <ul style="list-style-type: none"> – strong (emphatic) – weak (unemphatic) • possessive • reflexive (accusative and genitive) • demonstrative • relative • interrogative • definite • indefinite • emphatic • inclusive • distributive 	<p>εγώ, εσύ, ... , εμένα, εσένα, ... με/μου, σε/σου, ... δικός μου, ... τον εαυτό μου, του εαυτού μου, ... αυτός, εκείνος, ετούτος, ... που, ο οποίος, ό,τι , όσος ποιος, ποια, τίνος, πόσος, τι ίδιος, ίδια, ίδιο, móυος, τον, móυη της, móυο τον ένας, κανένας, κάποιος, κάτι, τίποτε, κάμπσοος ο ίδιος, móνος όλος, καθένας, (το) καθετί, ο/η/το τάδε καθένας, καθεμία, καθένα</p>
<p>Syntax</p> <ul style="list-style-type: none"> • sentence and phrase types • direct and indirect speech • word order of direct and indirect objects • statements • questions • neutral (word order) <ul style="list-style-type: none"> – subject, verb, object – verb, subject, object • emphatic, e.g. object, verb, subject • inverted order in sentences and in questions with or without the interrogative • accentuation: rules of the monotonic system 	<p>Τον φώναξα. Μου το διάβασε.</p> <p>Θέλει ο Γιάννης να παει στο σινεμά;</p>
<p>Verbs</p> <ul style="list-style-type: none"> • declension of all types • person and number • tenses: <ul style="list-style-type: none"> – present 	<p>γράφω (1), αγαπώ (2), ζω (3), κάθομαι (4)</p> <p>γράφω</p>

Mandatory grammatical structures	Examples
<ul style="list-style-type: none"> - continuous past/imperfect - simple past/aorist - perfect (including use of έχω and είμαι) - pluperfect - future perfect - continuous future - simple future • reflexive (middle voice) • despondent • neutral • reciprocal • passive in form but active in meaning • impersonal • mood: <ul style="list-style-type: none"> - indicative - subjunctive (use of να) - imperative (simple and continuous) • voice: <ul style="list-style-type: none"> - active - passive - conditional • present • past • transitive • intransitive • participles: <ul style="list-style-type: none"> - continuous active (present) - perfect passive - continuous passive (past) • inflectional models <ul style="list-style-type: none"> - regular (including stem formation) - frequently occurring irregular forms • negation 	<p>έγραφα</p> <p>έγραψα</p> <p>έχω γράψει</p> <p>είχα γράψει</p> <p>θα έχω γράψει</p> <p>θα γράφω</p> <p>θα γράψω</p> <p>Χτυπιέται γιατί είναι τρελλός.</p> <p>δέχομαι</p> <p>πεινώ</p> <p>Οι αδελφοί εκείνοι πάντα χτυπιούνται.</p> <p>σκέφτομαι, επισκέπτομαι</p> <p>βρέχει, χιονίζει</p> <p>Δουλεύω</p> <p>Πρέπει να δουλέψω σήμερα.</p> <p>Δούλεψε! / Δούλεψε!</p> <p>Χτύπησε το σκύλο.</p> <p>Ο σκύλος χτυπήθηκε χτες.</p> <p>Θα πήγαινα σήμερα, αν είχα καιρό.</p> <p>Θα είχα αγοράσει αυτό το σπίτι.</p> <p>πληρώνω</p> <p>τρέχω</p> <p>γράφοντας, αγαπώντας</p> <p>γραμμένος</p> <p>δένω, αγαπώ, θέωρώ, θνμάμαι</p> <p>βλέπω – είδα, πίνω – ήπια</p> <p>δεν + verb form</p>

* **Special note: Additional examples for the mandatory grammatical structures can be found in the Victorian Certificate of Education Study Design for Greek at <www.vcaa.vic.edu.au/vce/studies/lote/greek/greekindex.html>**

6.2.7 Text types

Literacy has in the past been centred on language, but it goes beyond print language and incorporates the multiple modes of meaning found in new information and communication technologies. The term “multiliteracies” describes what constitutes literacy in today’s world. Multiliteracies refers to the “multiplicity of communication channels and mass media, as well as cultural and linguistic diversity”. (*Multiliteracies: Literacy Learning and the Design of Social Futures*, Cope, B and Kalantzis, M, eds, Routledge, London, 2000.)

When we focus on multiliteracies, we keep in mind the importance of cultural contexts in what we are seeing, viewing, hearing and interpreting. We ask questions and listen to different points of view around the kinds of “social futures” we envisage for ourselves in our community and in our world.

Students are expected to encounter and manipulate a range of text types in their learning and assessment program. The examples in the following table indicate the range through which students convey meaning and comprehend.

Table 2: Text types

Categories	Text types
<p>Literary texts — contemporary and traditional literary texts that use language in aesthetic, imaginative and engaging ways to express and reinforce cultural identity and to reflect.</p> <ul style="list-style-type: none"> • narrative • non-narrative 	<p>novels, short stories, popular culture texts, memoirs, fables, folk tales, myths and legends</p> <p>lyric, narrative and dramatic poetry</p> <p>role plays, scripted and performed drama, television and film scripts, radio plays, dialogues (scripts), song lyrics</p>
<p>Non-literary texts — contemporary, traditional and everyday texts that use language in precise and accurate ways to:</p> <ul style="list-style-type: none"> • transact and negotiate relationships • transact and negotiate goods and services • report on things, events and issues • give directions • explain, analyse, argue and persuade 	<p>invitations, personal letters, discussions, conversations, scripts of interviews</p> <p>business/formal letters, messages, advertisements</p> <p>announcements, biographies, brochures, reports, observations, descriptions, commentaries, documentaries, summaries, reviews, radio/television news features, news and information reports, magazine and newspaper articles, notices, newscasts, commercials, emails</p> <p>instructions, directions</p> <p>webcasts, webpages, internet articles, audio podcasts</p> <p>radio/television programs</p> <p>arguments, explanations, scripts of persuasive and formal speeches, analytical expositions, debates</p> <p>documentaries, magazine and newspaper articles, feature articles, editorials, letters to the editor, advertisements</p> <p>journals, essays, personal letters, autobiographies, personal profiles, memoirs, personal diary or journal entries, résumés</p>

6.3 Composite classes

In some schools, it may be necessary to combine students into a composite Year 11 and 12 class. This syllabus provides teachers with an opportunity to develop a course of study that caters for a variety of circumstances such as combined Year 11 and 12 classes, combined campuses, or modes of delivery involving periods of student-directed study.

The multilevel nature of such classes may prove advantageous to the teaching and learning process because:

- it provides opportunities for peer teaching
- it allows teachers to maximise the flexibility of the syllabus
- it provides opportunities for a mix of multilevel group work, and for independent work on appropriate occasions
- learning experiences and assessment can be structured to allow both Year 11 and Year 12 students to consider the key concepts and ideas at the level appropriate to the needs of students within each year level.

The following guidelines may prove helpful in designing a course of study for a composite class:

- The course of study could be written in a Year A/Year B format, if the school intends to teach the same topic to both cohorts.
- Place a topic at the beginning of each year that will allow new Year 11 students easy entry into the course.
- Learning experiences and assessment items need to cater for both year levels throughout the course. Even though tasks may be similar for both year levels, it is recommended that more extended and/or complex tasks be used with Year 12 students.

6.4 Work program requirements

A work program is the school's plan of how the course will be delivered and assessed based on the school's interpretation of the syllabus. It allows for the special characteristics of the individual school and its students.

The school's work program must meet all syllabus requirements and must demonstrate that there will be sufficient scope and depth of student learning to meet the general objectives and the exit standards.

The requirements for work program approval can be accessed on the Queensland Studies Authority's website, www.qsa.qld.edu.au. This information should be consulted before writing a work program. Updates of the requirements for work program approval may occur periodically.

7. Learning experiences

Students will engage in a variety of learning experiences using Modern Greek. These should be student-centred, valid and relevant to the needs and interests of the learners. Students develop understanding and control of language by using spoken or written language in purposeful ways and in a range of authentic contexts.

7.1 Learning strategies

A range of learning strategies should be used to assist students to further their language development through reflecting on the learning processes. Students should be encouraged to take responsibility for their own learning. Examples of such strategies are given below.

7.1.1 Metacognitive

Metacognition as a concept is the awareness and understanding of oneself as a thinker and involves thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned or used language.

Strategies include:

Planning

- previewing the organising concept or principle or anticipated learning task — advance organiser
- proposing strategies for handling an upcoming task
- generating a plan for the parts, sequence, main ideas or language functions to be used in handling a task

Directed attention

- deciding in advance to attend in general to a learning task and to ignore irrelevant distractors
- maintaining attention during task execution

Selective attention

- deciding in advance to attend to specific aspects of language input or situational details that assist in the performance of a task
- attending to specific aspects of language input during task execution

Self-management

- understanding the conditions that help one successfully accomplish language tasks and arranging for the presence of those conditions
- controlling one's language performance to maximise use of what is already known

Self-monitoring

- checking, verifying or correcting one's comprehension or performance in the course of a language task including:
 - comprehension monitoring: checking, verifying or correcting one's understanding
 - production monitoring: checking, verifying or correcting one's language production
 - auditory monitoring: using one's "ear" for the language (how something sounds) to make decisions

- visual monitoring: using one’s “eye” for the language (how something looks) to make decisions
- style monitoring: checking, verifying or correcting based upon an internal stylistic register
- strategy monitoring: tracking use of how well a strategy is working
- plan monitoring: tracking how well a plan is working
- double check monitoring: tracking across the task previously undertaken acts or possibilities considered

Problem identification

- explicitly identifying the central point needing resolution in a task, or identifying an aspect of the task that hinders its successful completion

Self-evaluation

- checking the outcomes of one’s own language performance against an internal measure of completeness and accuracy including:
 - checking one’s language repertoire, strategy use or ability to perform the task at hand
 - production evaluation: checking one’s work when the task is finished
 - performance evaluation: judging one’s overall execution of the task
 - ability evaluation: judging one’s ability to perform the task
 - strategy evaluation: judging one’s strategy use when the task is completed
 - language repertoire evaluation: judging how much one knows of the target language, at the word, phrase, sentence or concept level.

7.1.2 Cognitive

Cognition refers to the processing of information and application of knowledge.

Strategies that involve interacting with the material to be learned, manipulating the language mentally or physically, or applying a specific technique to a learning task include:

Repetition

- repeating a chunk of language (a word or phrase) in the course of performing a language task

Resourcing

- using available reference sources of information about the target language, including dictionaries, texts and prior work

Grouping

- ordering, classifying or labelling material used in a language task based on common attributes
- recalling information based upon grouping previously done

Note-taking

- writing down key words and concepts in abbreviated verbal, graphic or numerical form to assist performance of a language task

Deduction/induction

- consciously applying learned or developed rules to produce or understand the target language

Substitution

- selecting alternative approaches, revised plans or different words or phrases to accomplish a language task

Elaboration

- relating new information to prior knowledge
- relating different parts of new information to each other

- making meaningful personal associations to information presented including:
 - personal elaboration; making judgments about or reacting personally to the material presented
 - world elaboration: using knowledge gained from experiences in the world
 - academic elaboration: using knowledge gained in academic situations
 - between parts elaboration: relating parts of the task to each other
 - questioning elaboration: using a combination of questions and world knowledge to brainstorm logical solutions to a task
 - self-evaluative elaboration: judging self in relation to materials
 - creative elaboration: making up a story line or adopting a clever perspective
 - imagery: using mental or actual pictures or visuals to represent information, coded as a separate category, but viewed as a form of elaboration

Summarisation

- making mental or written summary of language and information presented in a task

Translation

- rendering ideas from one language to another in a relatively verbatim manner

Transfer

- using previously acquired linguistic knowledge to facilitate a language task

Inferencing

- using available information to:
 - guess the meanings or usage of unfamiliar language items associated with a language task
 - predict outcomes
 - fill in missing information.

7.1.3 Social/affective

Strategies that involve interacting with another person to assist learning or using affective control to assist a learning task include:

Questioning

- asking for explanation, verification, rephrasing examples about the material
- asking for clarification or verification about the task
- posing questions to self
- self-reinforcement.

From O'Malley, JM & Chamot, AU 1990, *Learning strategies in second language acquisition*, Cambridge University Press, Cambridge.

7.2 Range of learning experiences

A range of learning experiences across the four macroskills should be employed to develop students' skills in using Modern Greek in realistic situations. These learning experiences may be organised in relation to the macroskills, learning processes, technology and/or units of work. Examples are listed under the categories of:

- general activities in the four macroskills (7.2.1)
- activities using a particular learning process (7.2.2)
- activities focused on the use of technology (7.2.3)
- a series of activities for particular units of work (7.2.4).

7.2.1 General activities in the four macroskills

Here are examples of language activities or learning experiences appropriate to Modern Greek.

Primarily for listening and speaking

- listening to radio broadcasts and audio podcasts
- viewing and listening to television programs and webcasts
- listening to public announcements
- conducting and/or answering an opinion poll or survey
- role-playing in specific settings
- talking on the telephone
- listening to an answering machine
- giving an oral report, speech or multimedia presentation
- commenting on photos or videos
- giving instructions and explanations to others
- holding a debate or participating in a discussion
- listening to and speaking with a background speaker
- listening to songs, poems and jokes

Primarily for reading and writing

- reading and writing letters, postcards and notes
- reading and writing advertisements and instructions
- reading and writing pamphlets and brochures
- reading and writing magazine articles and advice columns
- reading news reports and articles from a range of media
- reading cartoons, short stories, poems, song lyrics
- filling out official forms and questionnaires
- accessing information in dictionaries
- reading timetables, graphs and statistics
- writing a diary, journal or weblog
- composing an email or SMS/text message
- reading and responding to a discussion board
- participating in chat rooms/MSN Messenger and forums.

7.2.2 Activities using a particular learning process

The Languages inquiry process is a way of thinking and problem solving that positions intercultural understanding at the centre of student learning. In the process, the student analyses a collection of texts in order to identify a focus for the inquiry. Information would need to be reorganised and evaluated in order to reach a decision or propose a strategy.

As part of this, the student would reflect upon:

- values that underpin texts
- personal values and beliefs
- community values.

In this way, intercultural understanding, the ability to know and view the world from multiple perspectives, would be integral to the inquiry process and be evident in the decisions made and the strategies proposed.

Learning by inquiry facilitates a much deeper engagement by students with the language they study.

The inquiry process asks the student to investigate information and issues presented in a variety of modes and text types in Modern Greek. The student does not just translate texts, but engages with them by:

- collecting and organising information
- analysing and evaluating information
- establishing the purpose of texts and the intention of the authors.

Inquiry learning in Modern Greek is facilitated by creating authentic scenarios so that students may make decisions about and propose solutions and new approaches to issues, situations and problems. The teacher may specify the topic and the purpose of the inquiry but the student should conduct the process and direct their own learning.

The process of inquiry allows for time to consider and reflect upon, not just the issues, but also the way in which learning has occurred. This leads to deeper understandings about communication and metacognitive processes.

The following table suggests a way of studying a topic using an inquiry approach. Intercultural understanding is a key component in the Languages inquiry model and allows students to focus on an issue from multiple perspectives.

Table 3: A Languages inquiry model

<p>Sample context for learning</p> <p>Your school is establishing an international student program for Greek students. You are part of the consultative committee advising on the establishment of the program.</p> <p>Your task is to develop a student guide to facilitate a successful experience for the visiting students as well as the school community.</p> <p>You will need to investigate a range of aspects related to Greek and Australian cultural, social and educational life.</p>

	The inquiry process	Questions to guide the inquiry
Identify and analyse	<p>Identify sources of information and collect texts relevant to an issue or problem.</p> <p>Analyse the texts to select data relevant to the inquiry.</p> <p>Identify cultural perspectives that influence texts and the issue.</p>	<p>What information is relevant to the focus of the inquiry?</p> <p>What cultural assumptions underpin the information presented?</p> <p>How are the cultural assumptions of the author and the reader similar and how are they different?</p>
Evaluate	<p>Evaluate strategies that may resolve the issue or solve the problem.</p>	<p>What actions can be taken to deal with the issue or problem?</p> <p>How do these actions relate to the data and the issues?</p> <p>How do cultural assumptions influence the possible actions?</p>
Create	<p>Create a strategy to resolve the issue or make a decision to solve the problem.</p> <p>Analyse the effectiveness of the strategy.</p> <p>Reorganise and re-present information in order to support the strategy and its analysis.</p>	<p>How does the proposed strategy resolve the issue or solve the problem?</p> <p>How does the strategy reconcile different cultural assumptions?</p> <p>How effectively is evidence presented to support the proposed solution?</p>

The inquiry process is iterative; information, assumptions, values, attitudes and processes are revisited, challenged, reconsidered and re-examined at any stage of the inquiry.

7.2.3 Activities focused on the use of technology

Various technologies are used in everyday communication and need to play a part in language learning. Technologies can be used to provide valuable learning experiences for students and to allow them to engage with the wider world in Greek.

Suggested use of technologies

- writing and receiving emails
- sending e-cards
- word-processing reports
- recording and listening to audio podcasts
- viewing and listening to information via the internet
- participating in discussion forums
- engaging in synchronous chats
- using mobile phones
- desktop publishing of posters, invitations
- viewing DVDs
- accessing online resources
- using electronic dictionaries, translators and calculators
- designing a webpage or viewing websites

7.2.4 A series of activities for particular units of work

These samples, starting on the next page, involve all four macroskills incorporating various language functions, and a range of learning experiences and strategies. They provide the basis for developing a unit of work with integrated task-based activities.

Theme	<i>Family and community</i>
<i>Topic</i>	<i>Health care and fitness</i>
<i>Activity</i>	<i>Preparing a personal fitness program</i>

This theme engages the students in an inquiry process through the task below:

You are trying to find a fitness program that suits your needs, but you are looking for something a little different. Because of your interest in Modern Greek, you decide to research the Greek approach to fitness and diet. Investigate approaches that suit your needs and evaluate their benefits. Incorporate aspects of Greek culture that may be beneficial to your goals.

Listening and speaking

- talking about diets and fitness programs
- discussing personal goals and motivation
- asking for advice about health issues and exercise programs
- describing body image and suitability of diets
- interviewing people about exercise, diet and fitness programs
- listening to people giving advice and being interviewed about health issues
- watching television programs about food and cooking
- watching DVDs about exercise and fitness programs
- delivering an electronic presentation comparing and contrasting cultural attitudes to diet and exercise in Australia and Greece

Reading and writing

- reading about diets and nutritional information
- reading about Greek attitudes to food and fitness
- writing a letter to ask about attitudes to health and exercise
- writing a questionnaire about diet and exercise
- designing an electronic presentation in which Australian and Greek cultural attitudes to diet and exercise are compared and contrasted
- presenting a personal fitness plan

Learning strategies

- planning for the upcoming tasks:
 - generating plans for the tasks
 - sequencing main information to be obtained
 - deciding on language functions and vocabulary to be used
 - rehearsing language necessary to carry out the tasks, e.g. delivering an electronic presentation, preparing a questionnaire about diet and exercise
- collecting a variety of texts in Modern Greek relevant to the issue of diet and exercise
- analysing those texts, investigating and evaluating the diet and exercise regimes of both cultures, and developing a personal fitness program that incorporates the best aspects of the Australian and Greek approaches
- organising the information that supports the decision made about the choice of fitness program
- presenting the decision and re-presenting information in a way that supports the strategy

Theme	<i>Leisure, recreation and human creativity</i>
<i>Topic</i>	<i>Holiday planning</i>
<i>Activity</i>	<i>Planning a holiday in Greece</i>

This activity involves small groups of students planning a trip to Greece. They are required to organise the itinerary to include a homestay as well as other accommodation.

Listening and speaking

- telephoning the Greek Consulate to request assistance with plans or brochures
- viewing DVD or online travelogues about Greece
- discussing options and making decisions involving interaction with others
- speaking with a travel agent in Greek about booking flights and accommodation
- communicating information to the group explaining the itinerary
- telephoning the homestay family to give important information
- presenting the finished itinerary to the class

Reading and writing

- writing letters, sending emails or faxes to the tourist office asking for brochures
- locating and collecting information from websites, maps, brochures, magazines and tourist guides on possible attractions to visit
- consulting timetables both online and in print form
- estimating costs (including exchange rates)
- preparing the itinerary
- writing a detailed itinerary in Greek
- planning a journey and compiling a weblog while on the journey
- booking accommodation using hotel websites and online booking forms
- emailing a friend or homestay family to relay plans

Learning strategies

- planning for the upcoming tasks
 - generating plans for the tasks
 - sequencing main information to be obtained
 - deciding on language functions and vocabulary to be used
 - rehearsing language necessary to carry out the tasks
- recording and noting data
- assessing and classifying the information found, including making comparisons
- interpreting relevant tables, diagrams, maps and graphs presented in tourist information
- identifying problems that hinder successful completion of any of the tasks
- checking, verifying, or correcting comprehension of materials consulted
- hypothesising on currency fluctuations
- justifying decisions on destinations
- summarising findings for oral presentation of itinerary to class
- evaluating the outcomes of the language tasks for completeness and/or accuracy before presentation to class

<i>Theme</i>	<i>School and post-school options</i>
<i>Topic</i>	<i>Part-time work</i>
<i>Activity</i>	<i>Looking for a part-time job</i>

Listening and speaking

- students talk about the ideal job or the job of their dreams
- talking about future careers
- telephoning for information about the job
- preparing an interview with the prospective employer
- preparing an oral description of themselves and their suitability for the job
- listening to other people being interviewed
- viewing TV programs on job prospects in Greece
- listening to other young people talking about their aspirations for the future
- interviewing other students on their post-school plans

Reading and writing

- reading CVs from the internet
- reading job descriptions and ads from the internet and newspapers
- writing a CV based on examples seen
- preparing and writing a letter of application for a job
- writing to a penpal about the student’s part-time work and their aspirations, work wise, for the future
- comparing and contrasting part-time jobs for students in Australia and in Greece

Learning strategies

- planning for the upcoming tasks:
 - generating plans for the tasks
 - sequencing main information to be obtained
 - deciding on language functions and vocabulary to be used
 - rehearsing language necessary to carry out the tasks, e.g. compiling a CV, preparing for an interview with an employer
- hypothesising on future job prospects and careers
- justifying decisions on chosen career
- evaluating their strengths and weaknesses for the job
- identifying steps required to acquire a job
- compiling a list of questions the student would need to ask at an interview

<i>Theme</i>	<i>Social issues</i>
<i>Topic</i>	<i>Current affairs</i>
<i>Activity</i>	<i>Preparing a debate and a campaign on a current social issue</i>

Listening and speaking

- listening to the radio and viewing TV and films to collate required information
- listening to debates on current issues
- presenting an argument on the topic
- discussing, questioning and rebutting other people’s points of view
- telephoning organisations to acquire information
- preparing and presenting a TV/radio advertisement to support a point of view
- preparing a TV/radio debate/interview with invited guests
- presenting the debate to the class

Reading and writing

- collecting information from the media, e.g. newspapers, magazines, the internet
- analysing and organising information required for the task/campaign
- preparing a newspaper/magazine advertisement or article to support a point of view on the social issue
- preparing a webpage on a social issue, including links to other sites
- writing a “letter to the editor”
- reading “letters to the editor”

Learning strategies

- planning for the upcoming tasks
 - generating plans for the tasks
 - sequencing main information to be obtained
 - deciding on language functions and vocabulary to be used
 - rehearsing language necessary to carry out the tasks, e.g. debating a topic with the class
- interpreting relevant material from the media
- note-taking in the debate to produce a simple rebuttal
- cooperating with peers
- justifying an argument or point of view
- summarising an argument for or against the issue
- criticising and evaluating other points of view

8. Assessment

The purposes of assessment are to provide feedback to students and parents about learning that has occurred, to provide feedback to teachers about the teaching and learning processes, and to provide information on which to base judgments about how well students meet the general objectives of the course. In designing an assessment program, it is important that the assessment tasks, conditions and criteria are compatible with the general objectives and the learning experiences. Assessment then is an integral aspect of a course of study. It can be formative or summative. The distinction between formative and summative assessment lies in the purpose for which that assessment is used.

Formative assessment is used to provide feedback to students, parents, and teachers about achievement over the course of study. This enables students and teachers to identify the students' strengths and weaknesses so students may improve their achievement and better manage their own learning. The formative techniques used should be similar to summative assessment techniques, which students will meet later in the course. This provides students with experience in responding to particular types of tasks, under appropriate conditions. So that students can prepare it may be that feedback on any early assessment tasks can be used in a formative sense also to assist students' preparation for later assessment tasks.

Summative assessment, while also providing feedback to students, parents and teachers, provides cumulative information on which levels of achievement are determined at exit from the course of study. It follows, therefore, that it is necessary to plan the range of assessment techniques and instruments/tasks to be used, when they will be administered, and how they contribute to the determination of exit levels of achievement. Students' achievements are matched to the standards of exit criteria, which are derived from the general objectives of the course. Thus, summative assessment provides the information for certification at the end of the course.

8.1 Underlying principles of exit assessment

The policy on exit assessment requires consideration to be given to the following principles when devising an assessment program for the two-year course of study.

- Information is gathered through a process of continuous assessment.
- Balance of assessments is a balance over the course of study and not necessarily a balance over a semester or between semesters.
- Exit achievement levels are devised from student achievement in all areas identified in the syllabus as being mandatory.
- Assessment of a student's achievement is in the significant aspects of the course of study identified in the syllabus and the school's work program.
- Selective updating of a student's profile of achievement is undertaken over the course of study.
- Exit assessment is devised to provide the fullest and latest information on a student's achievement in the course of study.

These principles are to be considered together and not individually in the development of an assessment program. Exit assessment must satisfy concurrently the six principles associated with it.

Continuous assessment

The major operating principle is “continuous assessment”. The process of continuous assessment provides the framework in which all the other five principles of balance, mandatory aspects of the syllabus, significant aspects of the course, selective updating, and fullest and latest information exist and operate.

This is the means by which assessment instruments are administered at suitable intervals and by which information on student achievement is collected. It involves a continuous gathering of information and the making of judgments in terms of the stated criteria and standards throughout a two-year course of study.

Decisions about levels of achievement are based on information gathered, through the process of continuous assessment, at points in the course of study appropriate to the organisation of the learning experiences. Levels of achievement must not be based on students’ responses to a single assessment task at the end of a course or instruments set at arbitrary intervals that are unrelated to the developmental course of study.

Balance

Balance of assessments is a balance over the course of study and not necessarily a balance within a semester or between semesters.

Within the two-year course for Modern Greek it is necessary to establish a suitable balance in the general objectives, assessment techniques and instruments/tasks, conditions and across the criteria. The exit criteria are to have equal emphasis across the range of summative assessment. The exit assessment program must ensure an appropriate balance over the course of study as a whole.

Mandatory aspects of the syllabus

Judgment of student achievement at exit from a two-year course of study must be derived from information gathered about student achievement in those aspects stated in the syllabus as being mandatory, namely

- the general objectives of *Comprehension* (receptive communication) and *Conveying meaning* (productive communication), and
- the four themes:
 - family and community
 - leisure, recreation and human creativity
 - school and post-school options
 - social issues.

The exit criteria and standards stated in Sections 8.4 and 8.5 (Table 4) must be used to make the judgment of student achievement at exit from a two-year course of study.

Significant aspects of the course of study

Significant aspects refer to those areas in the school’s course of study selected from the choices permitted by the syllabus. Significant aspects can complement mandatory aspects or be in addition to them. They will be determined by the context of the school and the needs of students at that school to provide choice of learning experiences appropriate to the location of the school, the local environment and the resources available.

The significant aspects must be consistent with the general objectives of the syllabus and complement the developmental nature of learning in the course over two years.

Selective updating

In conjunction with the principle of fullest and latest information, information on student achievement should be selectively updated throughout the course.

Selective updating is related to the developmental nature of the course of study and operates within the context of continuous assessment. As subject matter is treated at increasing levels of complexity, assessment information gathered at earlier stages of the course may no longer be representative of student achievement. The information therefore should be selectively and continually updated (not averaged) to accurately reflect student achievement.

The following conceptions of the principle of selective updating apply:

- a systemic whole subject-group approach in which considerations about the whole group of students are made according to the developmental nature of the course and, in turn, the assessment program. In this conception, developmental aspects of the course are revisited so that later summative assessment replaces earlier formative information
- an act of decision-making about individual students — deciding from a set of assessment results the subset which meets syllabus requirements and typically represents a student’s achievements, thus forming the basis for a decision about a level of achievement. In the application of decisions about individual students, the set of assessment results does not have to be the same for all students. However, the subset which represents the typical achievement of a student must conform to the parameters outlined in the school’s work program.

Selective updating must not involve students reworking and resubmitting previously graded assessment tasks. Opportunities may be provided for students to complete and submit additional tasks. Such tasks may provide information for making judgments where achievement on an earlier task was unrepresentative or atypical, or there was insufficient information upon which to base a judgment.

Fullest and latest information

Judgments about student achievement made at exit from a school course of study must be based on the fullest and latest information available. This information is recorded on a student profile.

“Fullest” refers to information about student achievement gathered across the range of general objectives. “Latest” refers to information about student achievement gathered from the most recent period in which the general objectives are assessed. As the assessment program in Modern Greek is developmental, fullest and latest information will most likely come from Year 12.

Information recorded on a student profile will consist of the latest assessment data on mandatory and significant aspects of the course, which includes the data gathered in the summative assessment program that is not superseded.

8.2 Interrelationships of the four macroskills

The course of study should give equal emphasis to all four macroskills. This may vary during the course depending on the nature of the particular topic. However, a broad balance should be maintained. At the time of exit, all four macroskills have equal status.

8.2.1 Constructing and implementing assessment tasks

In all four macroskills — that is, in Listening, Reading, Speaking, and Writing — students should perform tasks set in communicative contexts. A communicative task may involve more than one macroskill; for example, a conversation involves listening and speaking, answering a letter involves reading and writing.

However, to ensure that students’ different rates of development in the macroskills do not prevent them from demonstrating their true ability in any particular skill, each macroskill must be assessed separately.

8.3 Suggested assessment tasks

This section gives suggestions for appropriate assessment tasks in each macroskill.

The criterion and assessment conditions for each macroskill are to be applied to each assessment task.

8.3.1 Listening tasks

Students will listen to authentic listening texts differing in length, purpose and style, based on familiar material. The language used should be clearly articulated in the standard variety, and spoken in the slower range of normal background speaker rate of utterance.

Texts could include:

- interviews
- announcements
- messages
- advertisements
- conversations (of others)
- selected news bulletins
- media commentaries
- stories.

Written responses in English could include:

- providing short answers
- writing or completing a summary
- retelling a story
- re-presenting and reorganising information for purposes such as deciding, judging and evaluating based on information extracted.

Conditions for listening tasks

- Task instructions and questions will be in English.
- Student responses will be in English.
- In general, texts should be heard twice. Complex texts may be heard three times.
- The length of listening texts should be appropriate to the text type. (Listening tasks assess comprehension, not memory.)
- Judicious pauses in longer texts are allowed.
- Each task should allow for responses to cover all dimensions of the criterion.

8.3.2 Reading tasks

Students will read a variety of authentic texts that differ in length, purpose and complexity.

Texts could include:

- magazine article
- newspaper article
- webpage, internet article
- personal letter
- email
- business or other formal letter
- literary text, e.g. poem, short story
- travel brochure
- advertisement
- TV/radio program
- cartoon
- set of instructions.

Written responses in English could include:

- short answers
- writing or completing a summary
- retelling a story
- re-presenting and reorganising information
- comparing different reports of the same event
- making and justifying judgments.

Conditions for reading tasks

- Using dictionaries is an important skill to develop in the teaching context, but to allow for the application of all dimensions of the criterion, dictionaries should not be used in assessment.
- Task instructions and questions will be in English.
- Student responses will be in English.
- The length and type of reading text should be appropriate to the text type.
- Each task should allow for responses that cover all dimensions of the criterion.

8.3.3 Speaking tasks

Students will speak in a range of situations for communicative purposes.

Contexts could include:

- one-to-one interview or conversation
- small-group discussion
- debate
- formal speech/presentation
- responding to stimuli, such as pictures, maps, cartoons, brochures
- role play.

Conditions for speaking tasks

- All tasks require spontaneous language use in realistic situations.
- Students will not receive the questions to be asked by the teacher before the task.
- At least one spontaneous speaking task must be recorded.
- Preparation time should reflect the text type being presented.
- For unprepared tasks:
 - students may be given up to ten minutes preparation time
 - students are able to make notes [but not access reference material] during preparation time, and use them during the performance.
- For prepared tasks:
 - students could use a range of visual aids, e.g. data show presentations, but should not read from a script
 - spontaneous answers to questions at the end of the talk will confirm the level of performance of the task.

8.3.4 Writing tasks

Students will write texts differing in length, purpose and style.

Texts could include:

- personal letter
- email
- school magazine article
- invitation and reply note
- commentary on series of pictures
- imaginative response to stimulus material

- personal journal entry
- postcard
- formal letter
- expository, argumentative or persuasive writing on some topical issue in response to stimulus material, e.g. simple written texts or audiovisual material.

Conditions for writing tasks

- Written stimulus material in English or Modern Greek should neither impede nor assist students in demonstrating their writing proficiency.
- Written tasks used for assessment must not be given in advance.
- The length will depend on the text type, but at least one task must require an extended passage of writing of approximately 200 words by the end of Year 12.
- Instructions will be given in English.
- Each written task and text type should be set in an authentic social context, with a specific audience nominated and a realistic purpose.
- Dictionaries may be used.

8.4 Exit criteria

In Modern Greek, the criteria are derived from the general objectives. For Listening and Reading, the criterion is *comprehension*; for Speaking and Writing, the criterion is *conveying meaning*.

8.4.1 Comprehension

Comprehension refers to the understanding of spoken and written language across a variety of topics and text types.

This criterion is expressed through two macroskills: Listening and Reading

Listening

Listening refers to the ability to comprehend spoken language.

This includes:

- knowing and understanding:
 - determining essential information
 - differentiating gist and detail
 - working out meaning of familiar and complex language
 - recognising attitude, purpose, intention
- reasoning and responding:
 - analysing and evaluating information and ideas
 - using information to draw conclusions
 - using strategies to cope with unfamiliar language
 - justifying decisions by re-organising and re-presenting information
 - reflecting on cultural meanings, including register and tone.

Reading

Reading refers to the ability to comprehend written texts.

This includes:

- knowing and understanding:
 - determining essential information
 - differentiating gist and detail

- working out meaning of familiar and complex language
- recognising attitude, purpose, intention
- reasoning and responding:
 - analysing and evaluating information and ideas
 - using information to draw conclusions
 - using strategies to cope with unfamiliar language
 - justifying decisions by re-organising and re-presenting information
 - reflecting on cultural meanings, including register and tone.

8.4.2 Conveying meaning

Conveying meaning refers to communication through spoken and written language across a variety of topics and text types.

This criterion is expressed in two macroskills: Speaking and Writing.

Speaking

Speaking is the ability to communicate using spoken and nonverbal language, and to convey meaning that is intelligible to a background speaker.

This includes:

- knowing and using language features:
 - selecting a range of vocabulary
 - using cohesive devices
 - using register and grammar
 - using acceptable pronunciation (rhythm, stress and intonation)
- creating and responding:
 - initiating and sustaining conversation
 - displaying flexibility in spoken communication
 - maintaining coherence of the spoken text
 - using nonverbal features
 - responding to conversational cues
 - responding to cultural contexts.

Writing

Writing is the ability to communicate using written language and to convey meaning in situations relevant to students' communication needs.

This includes:

- knowing and using language features:
 - selecting a range of vocabulary
 - using cohesive devices
 - applying register and grammar
 - using acceptable conventions of the written language
- creating and responding:
 - adhering to the conventions of text type, relevant to the audience
 - displaying flexibility and originality in written communication
 - organising and maintaining coherence of the written text
 - responding to cultural contexts.

8.5 Determining exit levels of achievement

On completion of the course of study, the school is required to award each student an exit level of achievement from one of the five categories:

- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement.

In Modern Greek, the school must award an exit standard for each of the macroskills *Listening*, *Reading*, *Speaking*, and *Writing*, based on the principles of assessment described in this syllabus. The standards associated with the four macroskills are described in Table 4.

These standards are related to the exit criterion associated with each macroskill (see Section 8.4). The criterion of *comprehension* is associated with Listening and Reading; the criterion of *conveying meaning* with Speaking and Writing. Both criteria are derived from the general objectives described in Section 3.

When teachers are determining a standard for each macroskill, it is not always necessary for the student to have met each descriptor for a particular standard; the standard awarded should be informed by how the qualities of the work match the descriptors overall.

For Year 11, particular standards descriptors may be selected from the matrix and/or adapted to suit the task. These standards are used to inform the teaching and learning process. For Year 12 tasks, students should be provided with opportunities to understand and become familiar with the expectations for exit. The exit standards are applied to the summative body of work selected for exit.

The seven key competencies* referred to in the rationale are embedded in the descriptors in the standards matrix. The descriptors refer mainly to aspects of *Listening*, *Reading*, *Speaking*, and *Writing*.

When standards have been determined in each of the macroskills of *Listening*, *Reading*, *Speaking*, and *Writing*, the following table is used to award exit levels of achievement, where *A* represents the highest standard and *E* the lowest. The table indicates the *minimum combination of standards* across the criteria for each level.

Awarding exit levels of achievement

VHA	Standard <i>A</i> in any two macroskills and no less than a <i>B</i> in the remaining macroskills
HA	Standard <i>B</i> in any two macroskills and no less than a <i>C</i> in the remaining macroskills
SA	Standard <i>C</i> in any three macroskills and no less than a <i>D</i> in the remaining macroskill
LA	At least Standard <i>D</i> in any three macroskills
VLA	Standard <i>E</i> in the four macroskills

* KC1: collecting, analysing and organising information; KC2: communicating ideas and information; KC3: planning and organising activities; KC4: working with others and in teams; KC5: using mathematical ideas and techniques; KC6: solving problems; KC7: using technology

Table 4: Standards for macroskills at exit

Table 4.1: Listening skill

Criterion:	Comprehension
Standard A	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and understanding</i>: a comprehensive range of information is presented, including gist, main points and relevant details; the meaning of familiar and complex language is accurately and clearly demonstrated; the speaker's attitude, purpose and intentions are clearly evident; subtleties are recognised • <i>reasoning and responding</i>: detailed analysis and thorough evaluation are evident; plausible interpretations of unfamiliar language are drawn from context; well-constructed conclusions and well-substantiated decisions are made; cultural meanings are integrated into responses where appropriate.
Standard B	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and understanding</i>: a range of information is presented, including gist, main points and obvious details; the meaning of familiar language is accurately demonstrated but complex language may be misinterpreted; the speaker's attitude, purpose and intentions are recognised; subtleties may be overlooked • <i>reasoning and responding</i>: detailed analysis and evaluation are evident; interpretations of unfamiliar language are made from context; conclusions and decisions are made, although at times justification may be incomplete; cultural meanings are evident in responses but may not be fully developed.
Standard C	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and understanding</i>: essential information is presented, including some main points and details which may not always be relevant; the meaning of familiar language is demonstrated accurately; the speaker's general intention is recognised when obvious within a familiar context • <i>reasoning and responding</i>: basic analysis and evaluation are evident; conclusions and decisions are made but often lack justification; obvious cultural meanings are identified.
Standard D	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and understanding</i>: information is presented, including the meaning of some familiar language; a very broad outline or some specific details of the speaker's general intention is demonstrated • <i>reasoning and responding</i>: little evidence of basic analysis or evaluation is present; conclusions and decisions may be made but lack justification; obvious cultural meanings may be identified.
Standard E	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and understanding</i>: fragmented information is presented; an isolated understanding of words and phrases is demonstrated • <i>reasoning and responding</i>: no evidence of analysis or evaluation is presented; responses are minimal.

Table 4.2: Reading skill

Criterion:	Comprehension
Standard A	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and understanding</i>: a comprehensive range of information is presented, including gist, main points and relevant details; the meaning of familiar and complex language is accurately and clearly demonstrated; the purpose of the text and the writer’s perspective and intention are clearly evident; subtleties are recognised • <i>reasoning and responding</i>: detailed analysis and thorough evaluation are evident; plausible interpretations of unfamiliar language are drawn from context; well-constructed conclusions and well-substantiated decisions are made; cultural meanings are integrated into responses where appropriate.
Standard B	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and understanding</i>: a range of information is presented, including gist, main points and obvious details; the meaning of familiar language is accurately demonstrated but complex language may be misinterpreted; the purpose of the text and the writer’s perspective and intention are recognised; subtleties may be overlooked • <i>reasoning and responding</i>: detailed analysis and evaluation are evident; interpretations of unfamiliar language are made from context; conclusions and decisions are made, although at times justification may be incomplete; cultural meanings are evident in responses but may not be fully developed.
Standard C	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and understanding</i>: essential information is presented, including some main points and details which may not always be relevant; the meaning of familiar language is demonstrated accurately; the writer’s general intention is recognised when obvious within a familiar context • <i>reasoning and responding</i>: basic analysis and evaluation are evident; conclusions and decisions are made but often lack justification; obvious cultural meanings are identified.
Standard D	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and understanding</i>: information is presented, including the meaning of some familiar language; a very broad outline or some specific details of the writer’s general intention is demonstrated • <i>reasoning and responding</i>: little evidence of basic analysis or evaluation is present; conclusions and decisions may be made but lack justification; obvious cultural meanings may be identified.
Standard E	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and understanding</i>: fragmented information is presented; an isolated understanding of words and phrases is demonstrated • <i>reasoning and responding</i>: no evidence of analysis or evaluation is presented; responses are minimal.

Table 4.3: Speaking skill

Criterion: Conveying meaning	
Standard A	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and using language features</i>: a wide range of vocabulary and grammar is used effectively, with few errors; a range of cohesive devices is used to express connected thoughts and ideas; register is appropriate to the situation; pronunciation, intonation, rhythm and stress are acceptable to a background speaker • <i>creating and responding</i>: ideas, information and meaning are communicated clearly and effectively, although some errors may occur in complex language; conversation is initiated and sustained; spoken communication demonstrates flexibility, coherence, spontaneity and relevance to the context; appropriate pause fillers and nonverbal features are used where required.
Standard B	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and using language features</i>: a range of vocabulary and grammar is used effectively, although with some errors; selected cohesive devices are used to connect familiar thoughts and ideas; register is usually appropriate to the situation; pronunciation, intonation, rhythm and stress are acceptable to a background speaker • <i>creating and responding</i>: ideas, information and meaning are usually communicated clearly, although errors may occur in complex language; conversation is generally sustained; spoken communication demonstrates flexibility when using familiar language; responses are relevant to the context, although they may be hesitant; some appropriate pause fillers and nonverbal features are used.
Standard C	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and using language features</i>: a range of familiar vocabulary and grammar is used, although errors are evident; basic cohesive devices are used to connect simple ideas; pronunciation may be affected by first language but is comprehensible to a background speaker • <i>creating and responding</i>: where a variety of structures is used, the essential meaning is clear, although there may be frequent errors; spoken communication relies on prompts and cues; responses are hesitant, repetitive and formulaic but relevant to the context; some nonverbal features are used.
Standard D	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and using language features</i>: some familiar vocabulary and grammar is used, although frequent errors are made; some simple linking words are used, but the meaning as a whole is fragmented; pronunciation hinders communication • <i>creating and responding</i>: there is sufficient accuracy to enable some details to be understood; spoken communication relies heavily on prompts and cues; responses are hesitant, repetitive and rehearsed; some nonverbal features are used.
Standard E	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and using language features</i>: responses may be single words or short, well-rehearsed phrases, using familiar vocabulary; pronunciation hinders communication • <i>creating and responding</i>: some simple meanings are conveyed.

Table 4.4: Writing skill

Criterion:	Conveying meaning
Standard A	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and using language features</i>: a wide range of vocabulary and grammar is used effectively; where complex language is used, errors do not detract from the overall meaning; a range of cohesive devices is used to link aspects of the text; register is appropriate to the situation; spelling, punctuation and word order display a high degree of accuracy • <i>creating and responding</i>: written communication adheres consistently to the conventions of the text type; the writer's ideas and purposes are conveyed effectively with flexibility and originality; written text is well-organised and displays a high level of coherence; an understanding and response to cultural contexts is clearly evident in the writing.
Standard B	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and using language features</i>: a range of vocabulary and grammar is used effectively, although with some errors; selected cohesive devices are used to link aspects of the text; register is usually appropriate to the situation; spelling, punctuation and word order display a reasonable degree of accuracy • <i>creating and responding</i>: the writer's ideas, information and meaning are usually communicated clearly, although errors may occur in complex language; written text is organised and is generally coherent; an understanding and response to cultural contexts may be evident in the writing.
Standard C	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and using language features</i>: a range of familiar vocabulary and grammar is used, although errors are evident; basic cohesive devices are used to connect simple ideas; the register used is generally consistent; spelling, punctuation and word order contain inaccuracies • <i>creating and responding</i>: written communication may feature some aspects of the text type; simple ideas are conveyed effectively; organisation of the written text is basic and displays some coherence; the writing shows some recognition of cultural contexts.
Standard D	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and using language features</i>: some familiar vocabulary and grammar is used, although frequent errors are made; some simple linking words are used, but the meaning as a whole is fragmented; errors in spelling, punctuation and word order hinder meaning • <i>creating and responding</i>: written communication may not always be appropriate to the text type; some simple ideas are conveyed; written text lacks coherence; the writing shows little recognition of cultural contexts.
Standard E	<p>Across a range of topics and text types, the student work has the following characteristics:</p> <ul style="list-style-type: none"> • <i>knowing and using language features</i>: responses may be basic sentences using well-rehearsed words and phrases; frequent errors are evident • <i>creating and responding</i>: some simple meanings are conveyed.

8.6 Planning an assessment program

At the end of Year 12, judgments are made about how students have achieved in relation to the standards stated in the syllabus for each of the criteria. These summative judgments are based on achievement in each of the general objectives.

When planning an assessment program, schools must consider:

- general objectives (see Section 3)
- learning experiences (see Section 7)
- underlying principles of assessment (see Section 8.1)
- a variety of assessment techniques and instruments over the two-year course (see Section 8.3)
- conditions under which assessment is implemented
- exit criteria and standards (see Section 8.4)
- verification folio requirements, especially the number and the nature of student responses to assessment tasks to be included (see Sections 8.9 and 8.9.2)
- minimum assessment necessary to reach a valid judgment of the student's standard of achievement.

A program of assessment in Modern Greek should also:

- link the tasks in each macroskill to suitable topics
- assess a range of topics and text types over the two-year course
- include in Year 11 a minimum one response/performance in each skill per semester
- include in Year 12 a minimum of two responses/performances in each skill by verification; at least three of the macroskills must be assessed in Term 3
- ensure that assessment is completed in school, under supervised conditions.

Students should be conversant with the assessment techniques and have knowledge of the criteria to be used in assessment instruments.

8.7 Special consideration

Guidance about the nature and appropriateness of special consideration and special arrangements for particular students may be found in QSA's *Policy on Special Consideration in School-based Assessments in Senior Certification* (2006), available from <www.qsa.qld.edu.au> under Assessment > Senior assessment > Special consideration. This statement also provides guidance on responsibilities, principles and strategies that schools may need to consider in their school settings.

To enable special consideration to be effective for students so identified, it is important that schools plan and implement strategies in the early stages of an assessment program and not at the point of deciding levels of achievement. The special consideration might involve alternative teaching approaches, assessment plans and learning experiences.

8.8 Authentication of student work

It is essential that judgments of student achievement are made on accurate and authentic student assessment information. Teachers should find ways to ensure that students' work is their own, particularly where students have access to electronic resources and when they are preparing collaborative tasks.

The QSA information statement "Strategies for authenticating student work for learning and assessment" is available from the QSA website. (From the QSA home page <www.qsa.qld.edu.au> select Publications > Reports & papers > QSA Reports and Papers.) This statement provides information about various methods teachers can use to monitor students' work to ensure authentic tasks. Particular methods outlined include:

- teachers seeing plans and drafts of student work
- student production of and maintenance of documentation of the development of responses
- student acknowledgement of resources used.

Teachers must ensure students use consistent accepted conventions of in-text citations and referencing where appropriate.

8.9 Requirements for verification folio

A verification folio is a collection of a student's responses to assessment instruments on which the level of achievement is based. Each folio should contain a variety of assessment techniques demonstrating achievement in the four macroskills of *Listening, Reading, Speaking, Writing*, over a range of topics. The variety of assessment techniques is necessary to provide a range of opportunities from which students may demonstrate achievement.

For information about preparing monitoring and verification submissions schools should refer to *Moderation Processes for Senior Certification* available at <www.qsa.qld.edu.au> under Assessment > Senior Assessment > Forms and procedures.

Students' verification folios for Modern Greek must contain:

1. **Two** responses/performances in **each** macroskill, with specific criteria and standards attached and student achievement indicated.

In *receptive* skills, responses are made to written or spoken texts. A range of topics and text types must be covered.

In *productive* skills, performances are written or spoken. A range of topics and text types must be covered.

2. The student profile, which is a summary of the student's achievement on all tasks completed during the year. It should record:
 - student achievement on all criteria
 - the overall standard in each macroskill
 - the proposed exit level of achievement.

The student profile is helpful in demonstrating trends in achievement and in identifying atypical achievement. It ensures that the fullest as well as the latest information is taken into consideration.

Student folios must be accompanied by:

- copies of the assessment instruments with conditions sheets attached
- written transcripts of the Listening texts
- sample responses to the Listening and Reading tasks

- samples of teacher input or questions in Speaking tasks, and, where applicable, comments regarding student responses to the Speaking tasks
- recorded evidence of at least one spontaneous speaking task (see next section).

8.9.1 Confirmation of standards for speaking tasks

To enable confirmation of school judgments each school's submission for Year 11 monitoring and Year 12 verification must include recordings of three performances of a speaking task. This task must be:

- a teacher-student performance
- the same task for each student
- a sample from the current cohort
- able to provide opportunities for all aspects of the standards to be demonstrated.

Recordings must represent the best example of a:

- typical A standard
- typical B standard
- typical C standard.

If there is no representative sample of a typical standard, the next best example of that standard must be included.

If there is no sample of student work at a particular standard, no recording of that sample would be submitted. Conditions sheets must be annotated accordingly. If there were no A, B or C results in a cohort, no samples of student work would be submitted. Where there is no sample of a teacher-student performance at an A, B or C standard, a sample from another task may be provided.

All student performances of all speaking tasks should be recorded and retained; results in future performances cannot be guaranteed and further evidence may be required to substantiate school judgments.

Where there are more than nine students in a cohort, the recordings may be those of a student whose folio has not been included as a sample.

Sample recordings should be labelled with the standard awarded and the school's name.

8.9.2 Post-verification assessment

In addition to the contents of the verification folio, there must be subsequent summative assessment in the exit folio.

In Modern Greek this should be at least one task (either productive or receptive), but no more than two.

The task/s could be on the last topic studied or could combine a number of topics from the whole course.

9. Language education

Teachers of Senior English have a special responsibility for language education. However, it is the responsibility of all teachers to develop and monitor students' abilities to use the forms of language appropriate to their own subject areas. Their responsibility entails developing the following skills:

- ability in the selection and sequencing of information required in the various forms (such as reports, essays, interviews and seminar presentations)
- the use of technical terms and their definitions
- the use of correct grammar, spelling, punctuation and layout
- the use of dictionaries.

Assessment in all subjects needs to take into consideration appropriate use of language.

Teachers of languages play a major role in the general language development of their students. In learning another language, students gain an understanding of the nature of language through comparing the systems of English with those of the other language. Attention is given to communication skills, different forms, styles and purposes of language, the appropriateness of the language used, its structure and "correct" use.

Students' literacy skills in English are enhanced by the learning strategies employed in learning another language (see 7.1). Using these strategies, students develop a greater sensitivity to and understanding of English.

When English is required in assessment tasks in Senior Modern Greek, teachers should monitor students' use of the English language.

10. Quantitative concepts and skills

Success in dealing with issues and situations in life and work depends on the development and integration of a range of abilities, such as being able to:

- comprehend basic concepts and terms underpinning the areas of number, space and measurement
- extract, convert or translate information given in numerical forms, diagrams, maps, graphs or tables
- use calculators and computers
- use skills or apply concepts from one problem or one subject domain to another.

Some subjects focus on the development and application of numerical and other mathematical concepts and skills. These subjects may provide a basis for the general development of such quantitative skills or have a distinct aim, such as to prepare students to cope with the quantitative demands of their personal lives or to participate in a specific workplace environment.

Nevertheless, in all subjects students are to be encouraged to develop their understanding and to learn through the incorporation — to varying degrees — of mathematical strategies and approaches to tasks. Similarly, students should be presented with experiences that stimulate their mathematical interest and hone those quantitative skills that contribute to operating successfully within each of their subject domains.

The distinctive nature of a subject may require that new mathematical concepts be introduced and new skills be developed. In many cases, however, it will be a matter for teachers, in the context of their own subjects, having to encourage the use of quantitative skills and understandings that were developed previously by their students. Within appropriate learning contexts and experiences in the subject, opportunities are to be provided for the revision, maintenance, and extension of such skills and understandings.

11. Educational equity

Equity means fair treatment of all. In developing work programs from this syllabus, schools should incorporate the following concepts of equity.

All young people in Queensland have a right to gain an education that meets their needs, and prepares them for active participation in creating a socially just, equitable and democratic global society. Schools need to provide opportunities for all students to demonstrate what they know and can do. All students, therefore, should have equitable access to educational programs and human and physical resources. Teachers should ensure that particular needs of the following groups of students are met: female students; male students; Aboriginal students; Torres Strait Islander students; students from non-English-speaking backgrounds; students with disabilities; students with gifts and talents; geographically isolated students; and students from low socioeconomic backgrounds.

Subject matter chosen should include, whenever possible, the contributions and experiences of all groups of people. Learning contexts and community needs and aspirations should also be considered. In choosing appropriate learning experiences teachers can introduce and reinforce non-racist, non-sexist, culturally sensitive and unprejudiced attitudes and behaviour. Learning experiences should encourage the participation of students with disabilities and accommodate different learning styles.

Resource materials used should recognise and value the contributions of both females and males to society and include social experiences of both genders. Resource materials should also reflect cultural diversity within the community and draw from the experiences of the range of cultural groups in the community.

To allow students to demonstrate achievement, barriers to equal opportunity need to be identified, investigated and removed. This may involve being proactive in finding the best ways to meet the diverse range of learning and assessment needs of students. The variety of assessment techniques in the work program should allow students of *all* backgrounds to demonstrate their knowledge and skills related to the criteria and standards stated in this syllabus. The syllabus criteria and standards should be applied in the same way to all students.

ACACA 1996, *Guidelines for Assessment Quality and Equity*, available from <www.acaca.org.au>

ANTA 2004, *A Guide to Equity and the AQTF*, available from Australian Training Products Ltd
<www.atpl.net.au>

QSA 2006, *Policy on Special Consideration in School-based Assessments in Senior Certification*, available from <www.qsa.qld.edu.au>

QSA 2006, *Policy Statement: Equity*, available from <www.qsa.qld.edu.au>

EQ 2005, *Inclusive education statement*, available from
<<http://education.qld.gov.au/student-services/>>

EQ 2006, *Education Policy and Procedures Register: Inclusive education*, available from
<<http://education.qld.gov.au/strategic/eppr/>>

QSCC 2001, *Equity Considerations for the development of curriculum and test material*, available from <www.qsa.qld.edu.au>

QCEC 2001, *Inclusive Practices in Queensland Catholic Schools*, available from
<www.qcec.qld.catholic.edu.au>

12. Resources

Text and reference books

A wide variety of textbooks and resource materials that could be used as sources of information are available. Book suppliers provide information regarding current publications.

Dictionaries

Kypros-net English-Greek Dictionary <www.kypros.org/cgi-bin/lexicon/>

NTC New College Greek and English Dictionary, Nathanail, P 1990, McGraw-Hill.

NTC's Dictionary of Latin and Greek Origins, Moore, B and Moore, M 1997, McGraw-Hill.

The Pocket Oxford Greek Dictionary, Pring, J T 2000, Oxford University Press, London.

Theophilos Vamvakos' Greek-English dictionary <<http://users.otenet.gr/~vamvakos/alphabet.htm>>

World Wide Web

Note: All URLs were correct at the time of printing.

Many interactive and static websites can be used to enhance a course in Senior Modern Greek and often include useful resources.

Some particularly useful sites include:

AltaVista Translations <<http://babelfish.altavista.digital.com>>

Athens News Agency, with links to many sites <www.ana-mpa.gr/anaweb/>

Greek Village Online Bridge to Greece and Cyprus, reviews sites with Greek content

<<http://greekvillage.com/bridge/brcell2.htm>>

Handbook for teaching Greek as second language <www.lrf.gr/english/language/enlang.html>

Hellenic Electronic Centre: Greek through the internet <www.Greece.org/gr-lessons/>

Intercultural Language Teaching and Learning in Practice <www.iltlp.unisa.edu.au>

Language Learning in Australia. Book 1. Australian Language Levels Guidelines.

<www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED340199>

The Learning Federation <www.thelearningfederation.edu.au>

Learning Greek <www.gogreece.com/education/learning_greek.html>

Lingualearn. A large language consultancy offering a comprehensive range of language products and services, e.g. translations & language courses. The website is an online resource centre for advice, information, language services, products to buy and useful links.

<www.lingualearn.co.uk>

National Statement and Plan on Languages Education in Australian Schools

<www.curriculum.edu.au/mceetya/default.asp?id=11912>

Professional Standards Project Languages <www.pspl.unisa.edu.au>

Victorian Curriculum and Assessment Authority (VCAA) Greek. The website has links to the VCE Greek Study Design, Study Summary, Assessment Handbook, Exams and Assessment Reports, and Study Advice. <www.vcaa.vic.edu.au/vce/studies/lote/greek/greekindex.html>

Newspaper reports

Many newspapers carry regular pages, columns and features relevant to a course in Senior Modern Greek. Local newspapers can also be a source of useful data. The compilation of news files on particular topics can broaden the knowledge base of students and provide a valuable source of material for developing assessment instruments.

Periodicals

Journals and periodicals provide current, relevant information. School librarians should be able to help find useful periodicals.

Electronic media and learning technology

A wide range of videos, DVDs and television recordings are available on a variety of topics related to a course in Senior Modern Greek. A variety of computer software programs and CD-ROMs may be useful — as learning tools, to gain access to information presented in a variety of forms, and to help students gain ICT skills. Educational program distributors are able to supply updated resource lists.

Organisations and community resources

A variety of government and community organisations provide personnel, advice, resources and information to help construct and implement a course in Senior Modern Greek.

Some of these include:

Asklipios Association, 29 Louisa Street, Highgate Hill Qld 4101

Australian Federation of Modern Language Teachers Associations Inc. (AFMLTA)

<www.afmlta.asn.au>

Embassy of Greece, 9 Turrana St, Yarralumla ACT 2600.

Greek Club and Convention Centre, PO Box 5067 West End Qld 4101, 29 Edmonstone Street, South Brisbane Qld 4101 <www.thegreekclub.com.au>

The Greek Community Centre, 29–31 Edmonstone Street, Brisbane, Qld 4000.

Greek Honorary Consulate General, 215 Adelaide Street, Brisbane Qld 4000.

Greek Orthodox Community and Parish of Mt Gravatt, PO Box 876 Mt Gravatt Qld 4122, 269 Creek Road, Mt Gravatt Qld 4122 <www.candlestand.com/dormition/>

Greek Orthodox Community of St Anna, Gold Coast, PO Box 5174 GCMC Bundall Q 9726 <www.greekcommunitygoldcoast.com.au>

Greek Orthodox Community of St George, PO Box 3620 South Brisbane Qld 4101, 36 Browning Street, South Brisbane Qld 4101 <www.gocstgeorge.com.au>

Interstate boards of study and education departments

Modern language departments and libraries of tertiary institutions

Modern Language Teachers Association of Queensland Inc. (MLTAQ) <www.mltaq.asn.au>

The Queensland LOTE Centre <www.learningplace.com.au/en/lote>

Appendix 1: Sample course of study

Course overview suitable for Year 11 and Year 12, or composite Year 11/12 using Year A/B format.

THEMES

- | | |
|-----------------------------------|----------------------------------------------|
| 1. Family and Community | 2. Leisure, Recreation, and Human Creativity |
| 3. School and Post-School Options | 4. Social Issues |

	Theme				Year 11 or Year A	Approx length (weeks)
	1	2	3	4		
Semester One	#				Personality, family life, relationships	6
					Sport, hobbies, interests	4
			#		School	6
Semester Two				#	Variety of social issues, including prejudice and roles in society	8
		#			TV, cinema, newspapers, magazines, advertising	8
	1	2	3	4	Year 12 or Year B	
Semester One					Services, travel, shopping, health	4
					Holiday planning, accommodation	4
			#		Future, study, work	6
					Current affairs/festivals, celebrations	2
Semester Two				#	Social issues, including health and environment	8
		#			Music, art, literature	7

indicates in-depth unit

Appendix 2: Glossary

Attitudes: The way the speaker or writer feels about the topic, the situation and the audience, for example, adoring, empathetic, amused, diffident, disgusted, sad, angry, bitter.

Authentic text: A text (original or modified) that would be accepted by a background speaker for communicative purposes.

Background speaker: A native speaker of a language or a person who has had significant exposure to and/or knowledge of the language and culture.

Coherence/coherent: An underlying theme or organisation of a text.

Cohesion/cohesive devices: Language items that convey grammatical or word relationships between different parts of texts or within sentences. Can be through the reference system (for example, pronouns, possessives, use of articles), through connectors (for example, conjunctions, adverbs) and through word sets and word chains, (for example, synonyms, classes and subclasses of words).

Communication strategies: The ways students with limited command of language express meaning (for example, by circumlocution) and attempt to keep conversation going (for example, asking for clarification or meaning).

Fluency: The ability to write or speak with ease: includes good speech production, effective communication, background-speaker-like use of pauses, rhythm, intonation, stress, rate of speech and use of interruptions and interjections.

Gist: Substance or essence of a matter.

Intention: The speaker or writer's purpose; for example, to inform, amuse, (re)establish cordial relationships, admonish, shock or embarrass into action.

Intercultural understanding: The ability to view the world, not from the single perspective of one's own first language and culture, but from multiple perspectives.

Language features: Parts of the language system; for example, phonemes (sounds), words, phrases, sentences, utterances, discourse.

Metacognitive strategies: Strategies involving thinking about the learning process, planning for learning, monitoring the learning task and evaluating how well one has learned or used language.

Pause fillers: Expressions to fill gaps in conversation (for example, *er*, *ummm*); routines to keep conversation going, which can be questions to show interest, or feedback such as *Did you? Really?*, and sympathetic noises such as ... *aah* ... *ooh*.

Productive (composing) mode: A mode that involves the skills of speaking and writing.

Receptive (comprehending) mode: A mode that involves the skills of listening and reading.

Register: Varieties of language defined according to the characteristics of the context in which the language is used. This includes the situation, which may refer to the subject matter of the variety (for example, science or advertising); mode (whether speech or writing); manner (that is, the social relations between the participants as shown by variations in formality).

Spontaneous language: Spontaneous language refers to the use of language that has not been deliberately prepared in advance and in which unrehearsed utterances are used. A talk that is prepared in advance with or without notes or memorisation is not spontaneous, but unrehearsed discussion with the audience at the end is spontaneous.

Structure: The arrangement of words and morphemes into larger units, for example, phrases, clauses, sentences.

Syntax: Ways words combine to form sentences or the rules that govern the formation of sentences.

Text: A coherent piece of spoken/signed, written, nonverbal, visual or auditory language, or some or all of these in combination, produced in an interaction in a social context.

Text type: A conventional or characteristic type of spoken or written text; for example, face-to-face conversation, TV news bulletin, short story, newspaper editorial, personal letter, poster.

Tone: The emotional overlay and/or intent in a text, for example, angry tone in a letter to editor with intent to criticise and confront.