Performance: Introducing Brisbane — leisure

This sample has been compiled by the QSA to help teachers plan and develop assessment instruments for individual school settings. It demonstrates the following criterion.

- Conveying meaning: Speaking

Assessment instrument

<table>
<thead>
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<th>Comments</th>
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<tr>
<td>The task requires the texts and responses in Modern Greek that demonstrate:</td>
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<tr>
<td>- a range of spoken language features</td>
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<td>- a specified audience and text type</td>
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<td>- flexibility, coherence and spontaneity</td>
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<td>- ideas about things to do and places to see that are known to the student</td>
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<td>- information that is relevant to Greek teenagers</td>
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The task is designed to allow an authentic context for speaking in Modern Greek. It is useful in providing opportunities for conversation that is initiated and sustained by the students.

Syllabus references

- Section 3
- Section 5.3
- Section 8.3.3
- Section 8.4.2

Context

Students at school in Greece will soon be coming to Brisbane and want to know about the place they will be visiting and the things they will be able to do while here.

Task

You will record a conversation with another student in your class. The conversation will provide information to Greek students at your sister school. It will inform them about:

- life in Brisbane as a teenager
- interesting things to do in South-East Queensland
- personal views on the things that you think will be interesting for a young Greek person visiting your hometown.

Your Modern Greek teacher will listen in and may ask questions if additional information is required.

You have 10 minutes to organise your thoughts and consider what experiences and opinions you wish to share. You may make notes and use them during the conversation, but you may not consult any reference material.

Your conversation will last approximately seven minutes.
## Instrument-specific criteria and standards

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<td>- a wide range of vocabulary and grammar is used effectively, with few errors</td>
<td>- a range of vocabulary and grammar is used effectively, although with some errors</td>
<td>- a range of familiar vocabulary and grammar is used, although errors are evident</td>
<td>- some familiar vocabulary and grammar is used, although frequent errors are made</td>
<td>- responses may be single words or short, well-rehearsed phrases, using familiar vocabulary</td>
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<td>- a range of cohesive devices is used to express connected thoughts and ideas</td>
<td>- selected cohesive devices are used to connect familiar thoughts and ideas</td>
<td>- basic cohesive devices are used to connect simple ideas</td>
<td>- some simple linking words are used, but the meaning as a whole is fragmented</td>
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<td>- register is appropriate to the situation</td>
<td>- register is usually appropriate to the situation</td>
<td>- pronunciation may be affected by first language but is comprehensible to a background speaker</td>
<td>- pronunciation hinders communication</td>
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<td>- pronunciation, intonation, rhythm and stress are acceptable to a background speaker</td>
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<td>- where a variety of structures is used, the essential meaning is clear, although there may be frequent errors</td>
<td>- there is sufficient accuracy to enable some details to be understood</td>
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<td>- ideas, information and meaning are communicated clearly and effectively, although some errors may occur in complex language</td>
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<td>- spoken communication relies on prompts and cues; responses are hesitant, repetitive and formulaic but relevant to the context</td>
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<td>- conversation is initiated and sustained</td>
<td>- conversation is generally sustained</td>
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