

Languages: Modern Greek - Satisfactory - Years 9 and 10 (F-10 sequence)

Portfolio summary

This sample of student work shows that the student uses spoken Greek to initiate, sustain and extend formal and informal interactions with teachers, peers and others. The student contributes ideas and opinions and describes relationships and expresses opinions. The student applies appropriate pronunciation, rhythm and stress in spoken Greek in their interactions. The student presents information considering different text types and modes of presentation to suit audience and purpose. The student manipulates language and uses different techniques to produce texts. When creating texts, the student uses a variety of grammatical elements, such as passive and active voice, negation, word order and time clauses, to shape meaning.

Someone special to me

Sample summary

Students studied their personal world from the perspective of significant people and events, including family, friends and relationships, and how this is reflected in Greek culture. They learnt how to modify texts for audience, purpose and context.

In this task students wrote and presented a script about a person special to them, taking into consideration the audience, purpose and context of the text type.

Achievement standard

Subject

By the end of Year 10, students use written and spoken Greek to initiate, sustain and extend formal and informal interactions with teachers, peers and others in a range of settings such as, *Τι θα κάνεις μετά το σχολείο*; They use language spontaneously to respond to others, seek and give advice (for example, *Δεν ξέρω τι να κάνω*), contribute ideas and opinions, describe relationships, discuss aspirations (for example, *Θέλω να κάνω ένα ταξίδι*), compare experiences and express opinions on issues of interest such as, *Πώς θα προστατέψουμε το δάσος*; They interact with others to take action, make decisions, negotiate, plan and organise events and complete transactions. They sustain and extend conversations by elaborating on opinions and ideas, expanding questions, and seeking and discussing responses and opinions. They apply appropriate pronunciation, rhythm and stress in spoken Greek in their interactions. They analyse and evaluate ideas and information obtained from multiple spoken and written sources on a range of issues such as, *Η τεχνολογία σήμερα, Πού μιλάνε τα ελληνικά*; They present information using different text types and modes of presentation to suit different audiences and to achieve different purposes (for example, *blog για το σχολικό περιοδικό για τη μόδα, μιά μουσική εκδήλωση*). They share their responses to different imaginative texts by expressing and justifying opinions on language use, themes, moods and emotions. They manipulate language and use different techniques to produce imaginative texts for different audiences. When creating texts, they use a variety of grammatical elements, such as passive and active voice (for example, *Καθόμουν, Θα καθίσω, Έλα κάθισε*), negation (for example, *Ούτε τώρα, ούτε ποτέ*), word order and time clauses (for

example, *Μιλούσε στο τηλέφωνο όταν τον είδα*), to shape meaning (for example, *Όταν έρθεις σπίτι μου, θα πάμε να φάμε έξω*). They accurately apply rules of punctuation and spelling to their own written constructions. Students translate and analyse a range of texts, compare interpretations and explain differences. They create a range of bilingual texts that convey intended meaning for a variety of purposes and audiences. They explain the relationship between language, culture and identity, question assumptions and modify language and behaviours in intercultural interactions as appropriate.

Students analyse a range of texts to identify cultural elements and perspectives and to explain the interrelationship between linguistic elements, context, purpose, audience and structure. They give examples of how language use varies according to cultural contexts, explaining why Greek interactions differ from those in English or other languages. They explain why Greek, like other languages, is fluid and dynamic as well as solid and influential. They explain ways in which language and culture are interrelated and influence each other.

Presentation

Annotations overview

Uses spoken Greek to describe relationships and experiences and considers audience, purpose and context

