



WRITING SAC 2 QUESTIONS

Megan McLaughlin

Sunday 12 February 2023

2:30 – 3:30

WRITING SAC QUESTIONS THAT LINK TO SEVERAL TEXTS

- Interpretive communication
- Examples
- Time to write questions for own texts

INTERPRETIVE COMMUNICATION

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

Greek Study Design page 10

Unit 3 Area of Study 2 Interpretive communication

In this area of study students extract information from **three or more texts** relating to the **selected subtopic** and create written responses to **specific questions or instructions** **IN GREEK**. Students synthesise information from written, spoken **and** visual texts.

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

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

Greek Study Design page 26

INTERPRETIVE COMMUNICATION

Unit 4 Area of Study 2 Interpretive communication

In this area of study students analyse and present in writing information extracted from **written, spoken and viewed texts** in Greek on a **selected subtopic**. The subtopic for Area of Study 2 may be the same as the subtopic for Area of Study 1.

The texts should provide insights into **an aspect of life in Greek-speaking communities** and opportunities for students to make **comparisons between cultures, places or times**. Viewed texts may include photographs, drawings, maps, films or posters.

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

UNIT 3 SAC 2

On completion of this unit the student should be able to interpret information from texts and write responses in Greek. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- ideas and concepts related to the selected subtopic
- vocabulary and grammar suitable for understanding, interpreting and conveying information on the selected subtopic
- conventions of text types and language for conveying information in writing.

Key skills

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

Responses to **specific questions or instructions** using information extracted from written, spoken and viewed texts on the selected subtopic

UNIT 4 SAC 2

On completion of this unit the student should be able to analyse information from written spoken and viewed texts for use in a written response in Greek. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- concepts and ideas related to the selected subtopic
- vocabulary and grammar suitable for interpreting and conveying information on the selected subtopic
- features of text types
- language for analysing and comparing ideas in extended writing.

Key skills

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

An approximately 250-word written response for a specific audience and purpose, incorporating information from three or more texts.

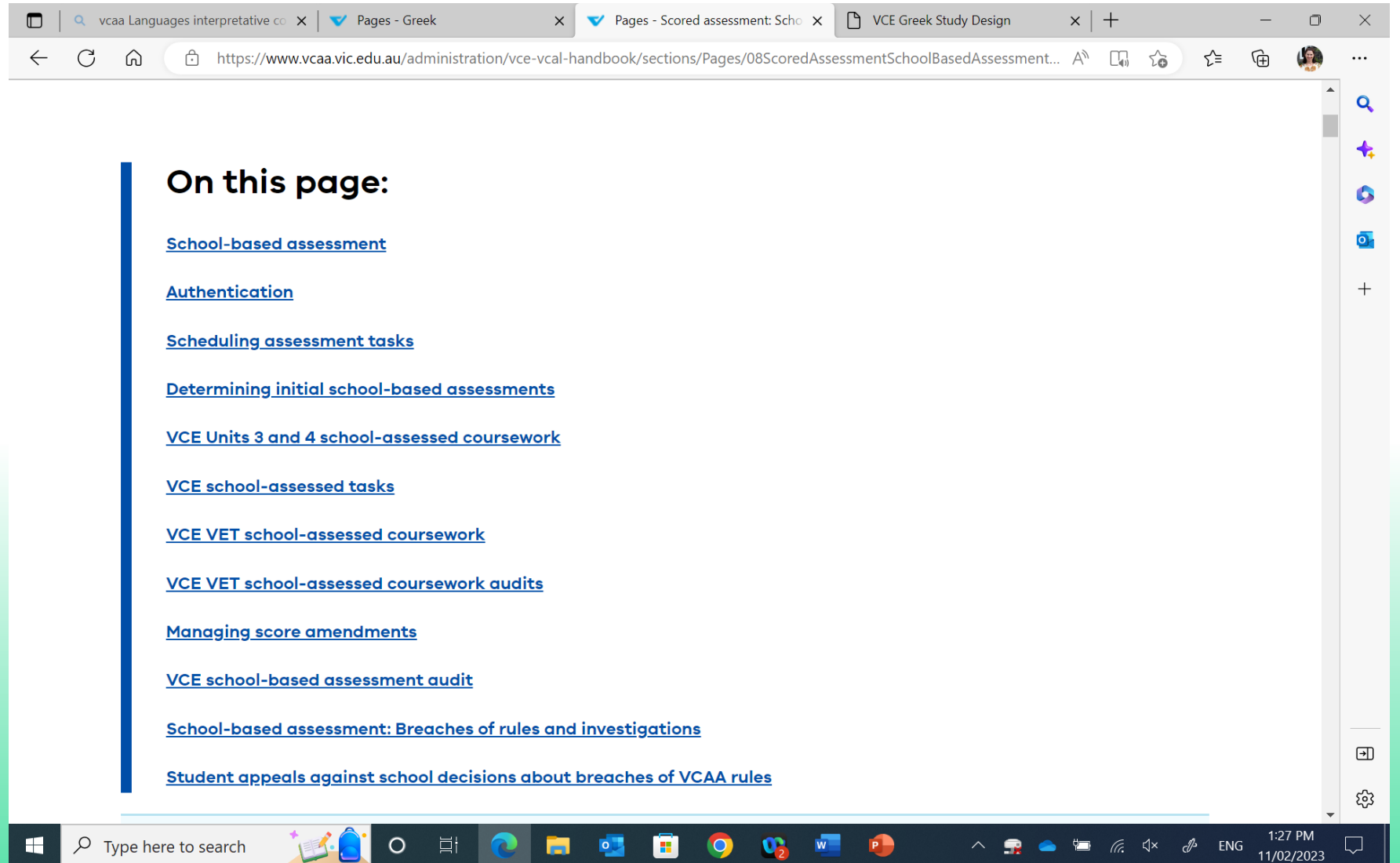
VCAA ADVICE

VCE and VCAL Administrative Handbook

(along with the Greek
Study Design)

are your go-to
documents. Bookmark
them in your browser!

[Pages - Scored
assessment: School-
based assessment
\(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/administration/vce-vc-al-handbook/sections/Pages/08ScoredAssessmentSchoolBasedAssessment...)



The screenshot shows a web browser window with the following content:

- Browser tabs: vcaa Languages interpretative co, Pages - Greek, Pages - Scored assessment: Scho, VCE Greek Study Design
- Address bar: <https://www.vcaa.vic.edu.au/administration/vce-vc-al-handbook/sections/Pages/08ScoredAssessmentSchoolBasedAssessment...>
- Section header: **On this page:**
- List of links:
 - [School-based assessment](#)
 - [Authentication](#)
 - [Scheduling assessment tasks](#)
 - [Determining initial school-based assessments](#)
 - [VCE Units 3 and 4 school-assessed coursework](#)
 - [VCE school-assessed tasks](#)
 - [VCE VET school-assessed coursework](#)
 - [VCE VET school-assessed coursework audits](#)
 - [Managing score amendments](#)
 - [VCE school-based assessment audit](#)
 - [School-based assessment: Breaches of rules and investigations](#)
 - [Student appeals against school decisions about breaches of VCAA rules](#)

PERFORMANCE DESCRIPTORS

VCE Greek: Performance Descriptors

VCE GREEK SCHOOL-ASSESSED COURSEWORK						
Performance Descriptors						
Unit 3 Outcome 2 Interpret information from texts and write responses in Greek.	DESCRIPTOR: typical performance in each range					
	Very low	Low	Medium	High	Very high	
	The responses demonstrate a very limited understanding and interpretation of concepts, key ideas and detailed information in the texts.	Responses demonstrate some understanding and interpretation of concepts, key ideas and detailed information in the texts. Where relevant, responses show a limited recognition of meaning in terms and concepts without a direct equivalent in English.	Responses demonstrate a sound understanding and interpretation of concepts, key ideas and detailed information in the texts. Where relevant, responses show some recognition of meaning in terms and concepts without a direct equivalent in English.	Responses demonstrate a detailed understanding and interpretation of concepts, key ideas and detailed information in the texts. Where relevant, responses show a clear recognition of meaning in terms and concepts without a direct equivalent in English.	Responses demonstrate a very detailed understanding and interpretation of concepts, key ideas, detailed points and specific items of information in the texts. Where relevant, responses show a very clear recognition of meaning in terms and concepts without a direct equivalent in English.	
	Responses convey limited relevant meaning. Isolated detail and single words are identified or extracted from texts. Information from the texts is not linked or compared.	Limited information is selected and extracted from the texts, some of which is not relevant. The responses show limited ability to link, compare or sequence ideas and information. Different points of view or perspectives are not clearly identified.	Satisfactory information is selected and extracted from the texts, most of which is relevant. The responses link, compare or sequence some of the ideas and information. Some different points of view or perspectives are identified.	Appropriate and relevant information is selected and extracted from the texts. The responses link, compare or sequence a range of ideas and information logically. Different points of view or perspectives are identified.	Highly appropriate and relevant information is selected and extracted from the texts. The responses link, compare or sequence a broad range of ideas and information logically and with some sophistication. Different points of view or perspectives are clearly identified.	
Responses use a very narrow range of familiar language (including spelling, grammar and punctuation and where relevant, script) demonstrating a very limited level of accuracy. The language lacks clarity.	Responses use a narrow range of familiar language (including spelling, grammar and punctuation and where relevant, script) demonstrating limited levels of accuracy and clarity.	Responses use familiar language appropriately (including spelling, grammar and punctuation and where relevant, script) demonstrating satisfactory levels of accuracy and clarity.	Responses use a broad range of language appropriately (including spelling, grammar and punctuation and where relevant, script) demonstrating a high level of accuracy and clarity.	Responses use a very broad range of language appropriately (including spelling, grammar and punctuation and where relevant, script) demonstrating a very high level of accuracy and clarity.		

KEY to marking scale based on the Outcome contributing 15 marks

Very Low 1-3	Low 4-6	Medium 7-9	High 10-12	Very High 13-15
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Very high

Responses demonstrate a very detailed understanding and interpretation of concepts, key ideas, detailed points and specific items of information in the texts. Where relevant, responses show a very clear recognition of meaning in terms and concepts without a direct equivalent in English.

Highly appropriate and relevant information is selected and extracted from the texts. The responses link, compare or sequence a broad range of ideas and information logically and with some sophistication. Different points of view or perspectives are clearly identified.

Responses use a very broad range of language appropriately (including spelling, grammar and punctuation and where relevant, script) demonstrating a very high level of accuracy and clarity.

PERFORMANCE DESCRIPTORS



VCE Greek: Performance Descriptors

VCE GREEK SCHOOL-ASSESSED COURSEWORK					
Performance Descriptors					
Unit 4 Outcome 2 Analyse information from written, spoken and viewed texts for use in a written response in Greek.	DESCRIPTOR: typical performance in each range				
	Very low	Low	Medium	High	Very high
	The response demonstrates a very limited understanding and interpretation of concepts, key ideas, detailed points and specific items of information in the texts.	The response demonstrates some understanding and interpretation of concepts, key ideas, detailed points and specific items of information in the texts. Limited recognition of cultural, linguistic or contextual aspects critical to meaning in the texts is shown.	The response demonstrates a sound understanding and interpretation of concepts, key ideas, detailed points and specific items of information in the texts. Satisfactory recognition of cultural, linguistic or contextual aspects critical to meaning in the texts is shown.	The response demonstrates a detailed understanding and interpretation of concepts, key ideas, detailed points and specific items of information in the texts. Clear recognition of cultural, linguistic or contextual aspects critical to meaning in the texts is shown.	The response demonstrates a very detailed understanding and interpretation of concepts, key ideas, detailed points and specific items of information in the texts. Very clear recognition of cultural, linguistic or contextual aspects critical to meaning in the texts is shown.
	Very limited relevant meaning is extracted from the texts. The ideas and perspectives expressed in the texts are largely conveyed in isolation from one another.	Limited information is extracted from the texts, some of which is not relevant. The response shows some identification of relationships and comparisons between the ideas and perspectives expressed or observed in the texts.	Satisfactory relevant information is extracted from the texts. The response shows sound identification of relationships and comparisons between the ideas and perspectives expressed or observed in the texts.	Appropriate and relevant information is extracted from the texts. The response shows a detailed identification of relationships and comparisons between the ideas and perspectives expressed or observed in the texts.	Highly appropriate and relevant information is extracted from the texts. The response shows a very detailed identification of relationships and comparisons between the ideas and perspectives expressed or observed in the texts.
The response uses a very narrow range of familiar language (including spelling, grammar and punctuation and where relevant, script) demonstrating a very limited level of accuracy. Ideas are disjointed, with a very limited use of language for analysis or comparison of ideas. Uses very few stylistic features suited to the audience, purpose and text type.	The response uses a narrow range of familiar language (including spelling, grammar and punctuation and where relevant, script) demonstrating a limited level of accuracy. Ideas may be disjointed, with a limited use of language used for analysis or comparison of ideas. The response is partially suited to the audience, purpose and text type.	The response uses familiar language appropriately and with some accuracy (including spelling, grammar and punctuation and where relevant, script). Ideas are sequenced and structured, with a sound demonstration of language used for analysis or comparison of ideas. The response is suited to the audience, purpose and text type.	The response uses a broad range of language accurately and appropriately (including spelling, grammar and punctuation and where relevant, script). Ideas are well sequenced and structured within and between paragraphs, with a clear demonstration of language used for analysis or comparison of ideas. The response is well suited to the audience, purpose and text type.	The response uses a very broad range of language very accurately and appropriately (including spelling, grammar and punctuation and where relevant, script). Ideas are very effectively sequenced and structured within and between paragraphs, with a very clear demonstration of language used for analysis or comparison of ideas. The response is highly suited to the audience, purpose and text type.	

KEY to marking scale based on the Outcome contributing 15 marks

Very Low 1-3	Low 4-6	Medium 7-9	High 10-12	Very High 13-15
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Very high

The response demonstrates a very detailed understanding and interpretation of concepts, key ideas, detailed points and specific items of information in the texts. Very clear recognition of cultural, linguistic or contextual aspects critical to meaning in the texts is shown.

Highly appropriate and relevant information is extracted from the texts. The response shows a very detailed identification of relationships and comparisons between the ideas and perspectives expressed or observed in the texts.

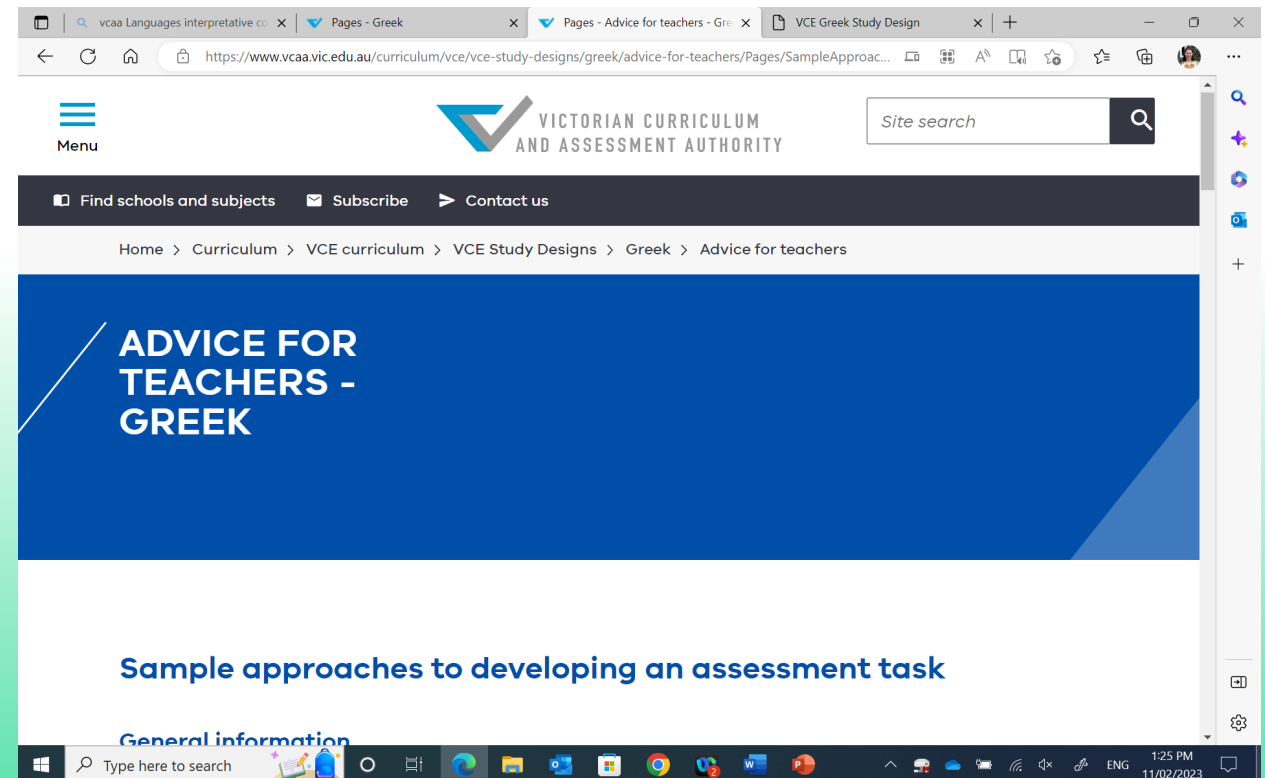
The response uses a very broad range of language very accurately and appropriately (including spelling, grammar and punctuation and where relevant, script). Ideas are very effectively sequenced and structured within and between paragraphs, with a very clear demonstration of language used for analysis or comparison of ideas. The response is highly suited to the audience, purpose and text type.

VCAA EXAMPLE

[Pages - Advice for teachers - Greek - Sample approaches to developing an assessment task
\(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/greek/advice-for-teachers/Pages/SampleApproac...)

Worth reading

It doesn't include examples of texts and questions



The screenshot shows a web browser window displaying the VCAA website. The browser's address bar shows the URL: <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/greek/advice-for-teachers/Pages/SampleApproac...>. The page header includes the VCAA logo and the text "VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY". Below the header, there is a navigation menu with options: "Find schools and subjects", "Subscribe", and "Contact us". The breadcrumb trail reads: "Home > Curriculum > VCE curriculum > VCE Study Designs > Greek > Advice for teachers". The main content area features a large blue banner with the text "ADVICE FOR TEACHERS - GREEK". Below the banner, the text "Sample approaches to developing an assessment task" is visible. The page also includes a "General information" section. The Windows taskbar at the bottom shows the time as 1:25 PM on 11/02/2023.

CHOOSING YOUR THEMES

Prescribed themes and topics, and suggested subtopics

The individual	The Greek-speaking communities	The world around us
<ul style="list-style-type: none"> • Personal identity and lifestyles For example, <i>cultural identity, language identity and intercultural connections, rights and responsibilities, personal opinions and values, adolescence, daily life, health and wellbeing, leisure, tourism, travel.</i> 	<ul style="list-style-type: none"> • The Greek cultural heritage For example, <i>myths and legends, The Arts, contribution to Western civilisation, customs and traditions, folklore, regional variations, festivals, celebrations and entertainment.</i> 	<ul style="list-style-type: none"> • Global and contemporary society For example, <i>global citizenship, urbanisation, globalisation, volunteering, cultural diversity, international migration, poverty and famine, linguistic dominance.</i>
<ul style="list-style-type: none"> • Relationships For example, <i>family, friends, school/social/work relationships, peer group pressure, neighbourhood/ community relationships through social media, pets.</i> 	<ul style="list-style-type: none"> • Historical/contemporary people and events For example, <i>important historical events (Greek Revolution, the Asia Minor Catastrophe, Greece in World War I and II, the Greeks of the Black Sea, The Civil War, the place of Greece in the European Union); Cyprus a journey through time, important historical figures, famous contemporary Greeks in a selected field of endeavour (the arts, sciences, sports, business).</i> 	<ul style="list-style-type: none"> • Communication and media For example, <i>the internet and social media, news media and its influence, bias in media, censorship, advertising and its impact, responsible use of social media.</i>
<ul style="list-style-type: none"> • Aspirations, education and careers For example, <i>future aspirations, hopes and concerns, challenges and goals, experiences of schooling, career choices, employment opportunities, unemployment, jobs of the future, lifelong learning, flexible work practices, work-life balance.</i> 	<ul style="list-style-type: none"> • Living in a Greek community For example, <i>living in Greece/Cyprus, living in the Greek Diaspora (past and present), early and post-war Greek immigrants to Australia, the role of immigrants in contemporary Cyprus.</i> 	<ul style="list-style-type: none"> • The influence of science and technology For example, <i>innovations in science and technology, environmental issues, renewable energy, smart houses, impact of information technology on society, sustainability, the human impact on nature.</i>

Living in the Greek diaspora

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested subtopics.

THE GREEK DIASPORA

TEXT 1: LISTENING

You might have recordings already... but in this technological age a good smart phone and online media make life pretty straight forward to gather exactly what you want. For example...

- Interview of an older Greek person who came to Melbourne as a young person.
 - What was life in Melbourne like when there were fewer cultures represented here?
 - What has been their experience of the effect of the changing multicultural nature of Melbourne?
 - Has their sense of what it means to be Greek changed over time?
 - **Did others of their friends and family have different experiences of life in the diaspora?**
- Find a Greek language radio segment discussing the diaspora
 - Why did people come to Melbourne (or Australia)?
 - What did they do when they got here?
 - How did they adapt to life here?
 - How did they maintain heritage?

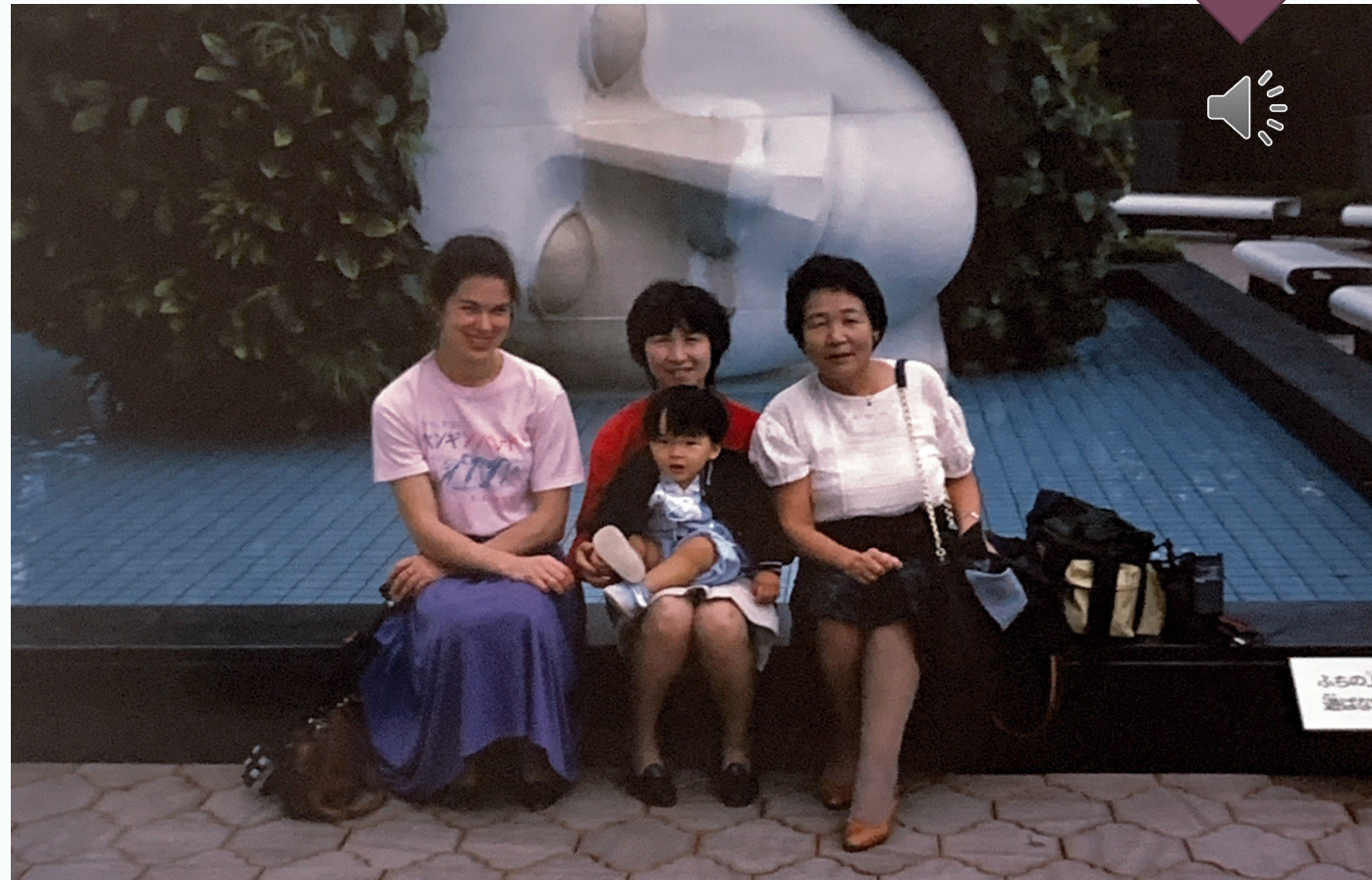
U4 聞いてください

Click on the speaker for the audio recording.



INFORMATION

- Hakone in 1987 (20th Sep)
- Outdoor Sculpture Museum
 - beautiful scenery
 - famous art
 - cooler than Tokyo
 - fun for little kids to play outside
- drive around the Ashinoko Lake
 - took photos
 - enjoyed the amazing scenery
- Stayed in a Japanese Inn
 - each room had hot spring bath
 - delicious Japanese meal
 - relaxed
 - traditional tatami mat rooms
- slept on futon: quiet & comfortable
- Hakone Checkpoint
 - very old buildings
 - host mother explained history
- walked a little of the old Tokaido
- Great experience: able to understand more of Edo Japan





TEXT 2: Reading

The Greek omogenia

Greeks outside Greece, the Greek diaspora

"Happy is the man, I thought, who, before dying, has the good fortune to sail the Aegean sea." – Nikos Kazantzakis, Zorba the Greek

The Greek diaspora is called "omogenia" in Greek (diaspora is a Greek term as well!), and refers to the **communities of Greek people living outside the traditional Greek homelands of Greece and Cyprus**, but more commonly in other parts of the world, such as the United States, Canada, Australia, the UK, Germany, Sweden, France, Belgium, Italy, Argentina, Brazil, South Africa, Russia or other countries around the world. Members of the omogenia can be identified as those who themselves, or their ancestors, migrated from the Greek homelands.

In modern times, in the 20th and 21st century, most Greeks left their homeland mostly for economic reasons. The largest migrations happened during the turn of the 20th century, mainly towards the United States, when after World War I Greeks living in Asia Minor were forced to flee their homes and migrate to mainland Greece or anywhere else in the world. Big immigration spikes also happened during and after World War II, the Greek Civil War (1946-49) and the Turkish invasion of Cyprus (1974).

Where is the largest Greek population outside Greece?

The most important centers of Greek diaspora are the cities of New York, Boston, and Chicago in the US, as well as London (UK), Melbourne and Sydney (Australia), and Montreal, and Toronto (Canada).

We're not 100% sure of the total number of Greeks living outside Greece and Cyprus. Census figures we have available indicate about 3,000,000 Greeks outside Greece and Cyprus, but the SAE (World Council of Greeks Abroad) **estimates about seven million worldwide** - with most of them not registered or showing in census'. Around 3 million of them are estimated to live in the US, 700,000 in Australia, 400,000 in the UK, 400,000 in Germany and around 300,000 in Canada. Smaller Greek communities exist in South America, mainly in Argentina, Brazil, and Chile, in several other European countries (Sweden, Italy, Belgium, Switzerland, Netherlands) and other places throughout the world.

Greek citizenship and nationality

Greek citizenship is acquired by birth by all persons born in Greece, and all persons born anywhere in the world, to at least one parent who is a registered Greek citizen. People born to a father that is a Greek citizen and a mother that is a non-Greek (wedlock) automatically gain Greek citizenship if the father recognizes them as his child before they turn 18. **The nationality law of Greece is based on the principle of jus sanguinis (right of blood)**, which is the principle of nationality law by which citizenship is determined or acquired by the nationality of one or both parents. Greek citizenship may be acquired by descent or through naturalization.

Greek law permits dual citizenship. Finally, a Greek national is a citizen of the European Union, and therefore they're entitled to the same rights as all other EU citizens.

[The Greek omogenia, the Greek diaspora - Hellenism.N](#)

What points could students extract from this text?

How does it match up or crossover with the listening text?

THE GREEK DIASPORA

TEXT 2: READING

Australia the Land of Opportunity

After the tragic events of World War Two many migrants have begun to pack up and leave their homes and start a new life. The Australian Government has imposed policies to increase the size of Australia's population. Some of these policies that have been put in place will have beneficial impacts for both the Australian government and the Greek Migrants.

One policy in particular that will have a significant impact on the Greek Migrants deciding to come to Australia is the 'Australia- Greek Assisted Passage Agreement'. This agreement is aimed to provide financial incentives for the Greeks to leave their unstable, impoverished homeland to make their way to Australia. So far over 20,000 Greek Migrants have made their way to the shores of Australia since the introduction of this scheme.

They have been provided with 2 years worth of stable work and a given adequate accommodation.



This letter grants permission to receiver to proceed to privately arrange accommodation and outlines other issues such as the two year Commonwealth employment contract and where to report. It is part of the process in which the migrants are to follow to allow the scheme to successfully work,

What points could students extract from this text?

How does it match up or crossover with the listening text?

How does it compare to the previous text, including for length, complexity, familiar vocabulary and grammar?

THE GREEK DIASPORA TEXT 2: READING

U3 聞いてください

In 2020 and 2021 I also used completion of a table for the listening text but also included one or two short answer questions.

For the written text I have used

- Multiple choice
- Table

For the images I have tended to use note-taking

I have also used an extended response relating to two or more of the texts, which, in retrospect, I think is too challenging and beyond what the SD requires.

Question 1

Complete the table below based upon information from Text A

アプリの名前			
毎日ソーシャルメディアを使っている時間	さおり：	けんた：	
		平日	週末
アプリのねだん			
アプリは何をしますか	<ul style="list-style-type: none">• _____ _____ _____ _____• _____ _____ _____ _____		

THE GREEK DIASPORA

TEXT 3: VIEWING



THE GREEK DIASPORA

TEXT 3: VIEWING



- Came by ship (not fast or easy like a modern flight)
- Quite formally/nicely dressed
- Families with children
- Singles
- Atmosphere seems subdued (nervous, unsure)
- No obvious welcome

THE GREEK DIASPORA

TEXT 3: VIEWING

- Maybe two couples
 - Seem to be about the same age
 - Two men two women
 - Seem comfortable in each others' company
- Looks like a local milk bar/sandwich shop
 - Signage
 - Glasses
 - Aprons
 - Narrow counter
 - Milk shake flavours on the wall
 - Straw holders on counter
 - Chewing gum stand (Spearmint, Juicy Fruit, PK)
- Atmosphere seems cautiously positive (nervous smiles – maybe unsure of photo/camera)



THE GREEK DIASPORA

TEXT 3: VIEWING

Which image to choose?

Which is going to pick up, complement, expand on ideas in the listening and reading texts?



THE GREEK DIASPORA


SO...WHICH TEXTS WILL YOU SELECT (COMMIT!!)

Interview of an older Greek person:

- Life in Melbourne with less cultural diversity
- Effect of increasing multiculturalism
- What it means to be Greek?

Greek language radio segment:

- Why did people come?
- What did they do here?
- How did they adapt?
- How did they maintain heritage?



TEXT 2: Reading

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Greeks outside Greece, the Greek diaspora

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[The Greek diaspora, the Greek diaspora - JHansen.net](#)



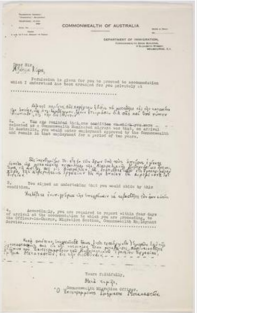


Australia the Land of Opportunity

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They have been provided with 2 years worth of stable work and a given adequate accommodation.

This letter grants permission to receiver to proceed to privately arrange accommodation and outlines other issues such as the two year Commonwealth employment contract and where to report. It is part of the process in which the migrants are to follow to allow the scheme to successfully work.



FRAMING YOUR QUESTIONS IN UNIT 3

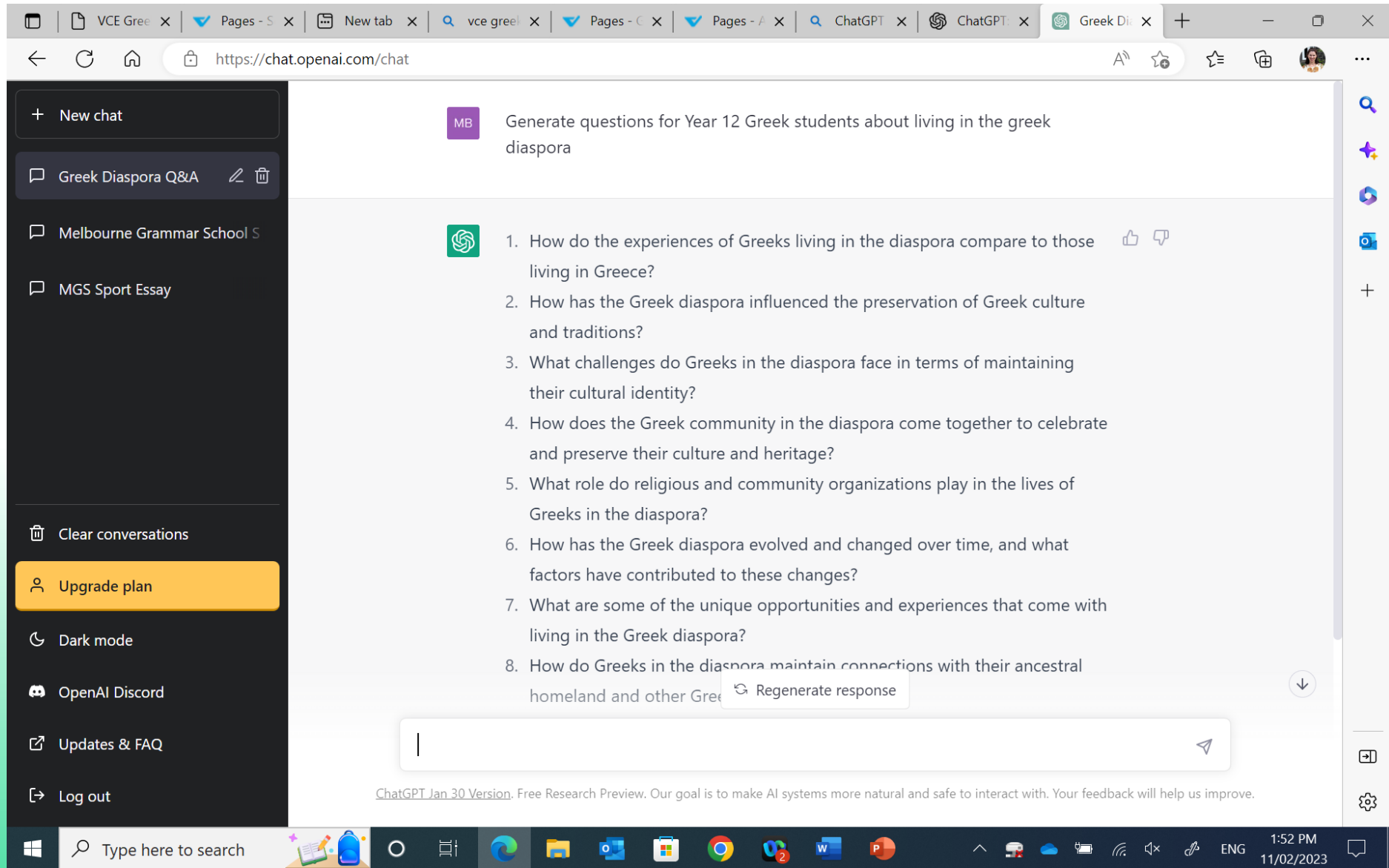
What kinds of questions might you use for each of the texts and combinations of them?

The longest single response suggested in the VCAA documentation is a paragraph.

FRAMING YOUR QUESTION IN UNIT 4

I find this part very time consuming and I'm never satisfied that my question is a good one.

For my example Greek Diaspora topic, I asked Open AI's ChatGPT for suggestions (in English, but you could ask it in Greek) – I always find it more efficient to have a suggestion or starting point to react to 😊.



The screenshot shows a web browser window with the URL <https://chat.openai.com/chat>. The user's input is: "Generate questions for Year 12 Greek students about living in the greek diaspora". The AI's response is a list of eight questions:

1. How do the experiences of Greeks living in the diaspora compare to those living in Greece?
2. How has the Greek diaspora influenced the preservation of Greek culture and traditions?
3. What challenges do Greeks in the diaspora face in terms of maintaining their cultural identity?
4. How does the Greek community in the diaspora come together to celebrate and preserve their culture and heritage?
5. What role do religious and community organizations play in the lives of Greeks in the diaspora?
6. How has the Greek diaspora evolved and changed over time, and what factors have contributed to these changes?
7. What are some of the unique opportunities and experiences that come with living in the Greek diaspora?
8. How do Greeks in the diaspora maintain connections with their ancestral homeland and other Greeks?

At the bottom of the chat, there is a text input field and a "Regenerate response" button. The footer of the page reads: "ChatGPT Jan 30 Version. Free Research Preview. Our goal is to make AI systems more natural and safe to interact with. Your feedback will help us improve."

HOPEFULLY THERE'S TIME TO START ON YOUR OWN!

Alone or in pairs or small groups, brainstorm ways of using the texts you have brought to pull together at Unit 3 SAC 2 task.

You might want to work with colleagues considering the same or similar sub-topics and continue to collaborate across schools after today!



MODERATION AND FEEDBACK

Megan McLaughlin

Sunday 12 February 2023

3:40 – 4:40

MODERATION AND FEEDBACK

- Moderating - Producing a combined set of comparable scores for a school-based assessment
- How to give helpful feedback
- time to moderate on a mock SAC is the one request that got away on me, but, if you are in a small partnership agreement and your partner teacher(s) is here you might like to have this time to chat about

MODERATING

- small partnership agreements
- multiple classes in one school
- your own class

Ultimately the order of the cohort is what matters

Stick with the performance descriptors

Keep asking questions of yourself and others

Producing a combined set of comparable scores for a school-based assessment

The following steps are recommended:

- Participating teachers should discuss the requirements of the study design, the chosen assessment tasks for each outcome, the performance descriptors or assessment criteria for each task or outcome, and the assessment program of each of the partnership schools. This communication should occur as early as possible, and not later than the expected date of completion of the first designated assessment task for the unit.
- The teachers should establish agreement on the procedures to be followed to ensure comparability of assessments. This includes the scheduling and marking schemes of any tasks to be done in common.
- Each school reviews the assessment tasks of its own students. It is expected that the schools with more than one class for the study will apply their own procedures to achieve comparability of assessments within their school.
- Each school selects student tasks for cross-marking. For small-group partnerships, this should include all the tasks from the school with the small group, and at least an equivalent number from the partner school. For other partnerships, teachers should agree on an appropriate number, preferably at least five pieces from each school. For each task, the second marking should be 'blind' – that is, made without any knowledge of the assessment given by the student's own teacher.
- Teachers then discuss both assessments for each task and agree on a final score. If the teachers cannot reach consensus, the two scores should be averaged or adjusted appropriately. As a result of the cross-marking exercise, it may be necessary to adjust the assessments of other tasks not included in the cross-marking.
- When all assessments have been finalised, the scores for each student on each task should be collated in a single list for the partnership. Each school must keep a copy of this list, as the VCAA may request it for analysis purposes.

STUDENT	POSSIBLE MARK	WRITING	LISTENING	READING	WRITING
1 School A	A1: 4/5 A2: 4 A3: 5 A4:	A1: L, L, L (6) A2: A3: L, L, L (6) A4:	2/10 2/10	1/5 1/5	Only a short amount written. Some nice vocab and a good opening sentence. Several grammatical and character formation errors, some basic. 2 texts referenced. Several points identified in the writing section.
2 School B	A1: 12 A2: 10/11 A3: 13 A4:	A1: VH, H, VH (14) A2: A3: H, H, H (12) A4:	7.5/10 8/10	4/5 4/5	Some inappropriate/incorrect word selections. A very good range of grammar. Some grammatical/spelling/script errors. Some nice vocab and sophisticated phrasing. Some information included which contradicts the texts. Structure a bit unclear. All 3 texts referenced.
3 School A	A1: 12 A2: 13 A3: 13 A4:	A1: H, H, VH (13) A2: A3: VH, H, H (13) A4:	5.5/10 → - 0.5 for each ぐらい omitted (to reflect exam conditions), no marks for bullet point 2 6.5/10	5/5 5/5	A lot of grammar used. Good clear structure. <u>Generally</u> very accurate. A few unnatural/inaccurate phrases. A few badly formed kana. Maybe a bit too much そうです. Information selected from Text A not the most relevant. All 3 texts referenced. Generally well-structured and signposted. Some interesting vocab.
4 School A	A1: 12 A2: 10/11 A3: 15 A4:	A1: VH, H, H (13) A2: A3: VH, VH, VH (15) A4:	7.5/10 What did you deduct for? → - 0.5 for each ぐらい omitted (to reflect exam conditions), - 0.5 for bullet point one due to lang. errors (particles, spelling) and -0.5 for omitting 毎日 9.5/10	5/5 5/5	Clear structure. Some grammatical errors, including particle mistakes. Some odd sounding phrases. Some unnecessary sentences. Some kanji errors. Information included that wasn't from the texts . All 3 texts references. A good range of grammar.
5 School B	A1: 13 A2: 11 A3: 14 A4:	A1: VH, VH H (14) A2: A3: VH, H, VH (14) A4:	8.5/10 What did you deduct for? → -0.5 for misspelling of ネットストップ, -1 for bullet point 1 (didn't understand 時間の後でまた使えば) 9.5/10	5/5 5/5	Crossing out etc. a bit untidy in places, although character formation is lovely. Some rather long sentences, but they flowed well for me. A few odd expressions/phrases. Some sophisticated vocabulary. A few minor incorrect rewordings/misinterpretations of the texts. A clearer structure with more signposting would be beneficial. A large amount written. All 3 texts referenced. Very good use of the visual text.
6 School B	A1: 11 A2: 10 A3: 12 A4:	A1: H, M, H (11) A2: A3: H, H, H (12) A4:	5.5/10 What did you deduct for? → - 0.5 for each ぐらい omitted (to reflect exam conditions), only 0.5 marks awarded for bullet point 1 for multiple language errors, - 0.5 for bullet point 2 due to use of ことができ (it changed the meaning of the original a bit for me) 7.5/10	4/5 4/5	A few small mistakes in taking information from the texts/some irrelevant material included. Some word order/expression errors. Good characters. Several grammatical/spelling errors. Some skillful summarising of contents. A few unclear kana. Clearer signposting and paragraphing would have been beneficial. A reasonable range of grammar. All 3 texts referenced (though not always in a relevant way).
7 School A	A1: 13/14 A2: 13/14 A3: 15	A1: VH, VH, VH (15) A2:	9/10 What did you deduct for? → - 0.5 for each ぐらい omitted (to reflect exam conditions)	5/5 5/5	Clear intro. Good signposting. Some kana formation issues. A lot of grammar used. Some very long sentences (they flowed well for me but could have been split up to be clearer). Some

FEEDBACK

This is my current preferred feedback sheet – based on the performance descriptors

VCE Japanese Second Language: Performance Descriptors

VCE JAPANESE SECOND LANGUAGE SCHOOL-ASSESSED COURSEWORK	Specific Comments: Listening: Reading: Viewing:
Performance Descriptors	

Unit 3 Outcome 2 Interpret information from texts and write responses in Japanese.	DESCRIPTOR: typical performance in each range				
	Understanding & interpretation of concepts, key ideas and detailed information in the texts.				
	Limited	Some	Sound	Detailed	Very Detailed
	Selection and effective use of relevant information to represent different points of view or perspectives.				
	Limited	Limited	Satisfactory	Appropriate & Relevant	Highly Approp. & Rel.
	Language range and accuracy.				
Very Narrow	Narrow	Satisfactory	Broad	Very Broad	

Comments:



VCE Japanese Second Language: Performance Descriptors

VCE JAPANESE SECOND LANGUAGE SCHOOL-ASSESSED COURSEWORK	Specific Comments: Listening: <i>Well understood, but listen carefully for ぐらい</i> Reading: <i>Excellent</i> Viewing: <i>Always try to include numerical detail from graphs where available</i>
Performance Descriptors	

Unit 3 Outcome 2 Interpret information from texts and write responses in Japanese.	DESCRIPTOR: typical performance in each range				
	Understanding & interpretation of concepts, key ideas and detailed information in the texts.				
	Limited	Some	Sound	Detailed	✓ Very Detailed
	Selection and effective use of relevant information to represent different points of view or perspectives.				
	Limited	Limited	Satisfactory	Appropriate & Relevant ✓	Highly Approp. & Rel.
	Language range and accuracy.				
Very Narrow	Narrow	Satisfactory ✓	Broad	Very Broad	

Comments:

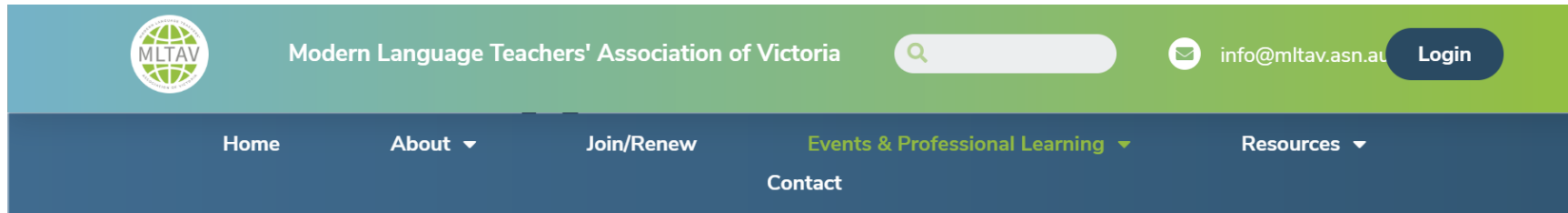
Please read my comments on your script carefully – especially with regard to commas and particles.

You made some good points and included references to each of the texts. Some sophisticated use of vocabulary but not enough correctly executed sentence patterns.

A

MLTAV VCE COMMUNITY OF PRACTICE

- If you would like to be added to this group, please email me at mbmclaughlin@mgs.vic.edu.au



VCE Community of Practice

Do you sometimes feel unsure, isolated or out of fresh ideas?

Do you wonder how others manage their VCE classes and workload?

Introducing the VCE Languages Teachers' Community of Practice (CoP). A caring, supportive group of colleagues to discuss, share ideas and promote enjoyment and success in Languages Learning.

The CoP is an ever-evolving and collaborative space that will grow to include:

- networking opportunities
- online webinars to respond to questions and topics raised by CoP participants
- a dedicated online collaborative space
- access to VCE seminar recordings
- a focus group for Heads of Languages

This CoP will be facilitated by Megan McLaughlin, Acting Head of Languages at Melbourne Grammar School & MLTAV Committee Member.

This initiative is supported by the Victorian government.

Participation in the VCE Languages Teachers Community of Practice will be free for MLTAV members.