

# **Modern Greek Continuers**

## **Stage 6 Syllabus**

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# 1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

## **2 Introduction to Modern Greek in the Stage 6 Curriculum**

### **2.1 The Language**

The language to be studied and assessed is the standard version of Modern Greek — the demotic form of the written and spoken language. Students will be required to use both formal and informal registers, the current language incorporating spelling reforms and the monotonic system of accentuation. The Greek alphabet is the only script to be used in written Greek.

Non-standard regional varieties and even dialect variations may be acceptable in the appropriate context and to the extent that they do not impede the students' ability to communicate effectively in standard Greek.

Anglicisms, non-standard linguistic transfers from English, in vocabulary, expressions and word order are not acceptable at any level. However, words and expressions that have been officially incorporated and adapted into the language are acceptable.

### **2.2 Description of Target Group**

The *Modern Greek Continuers Stage 6 Syllabus* is designed for the student who, typically, will have studied Modern Greek for 400–500 hours by completion of Stage 6. Some students with less formal experience will also be able to meet the requirements of the syllabus successfully.

### **2.3 Rationale**

The study of Modern Greek contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Greek-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

Modern Greek is the official language of Greece, an official language of the Republic of Cyprus and is also a recognised language of the European Community. It is spoken in a significant number of communities around the world, including Australia.

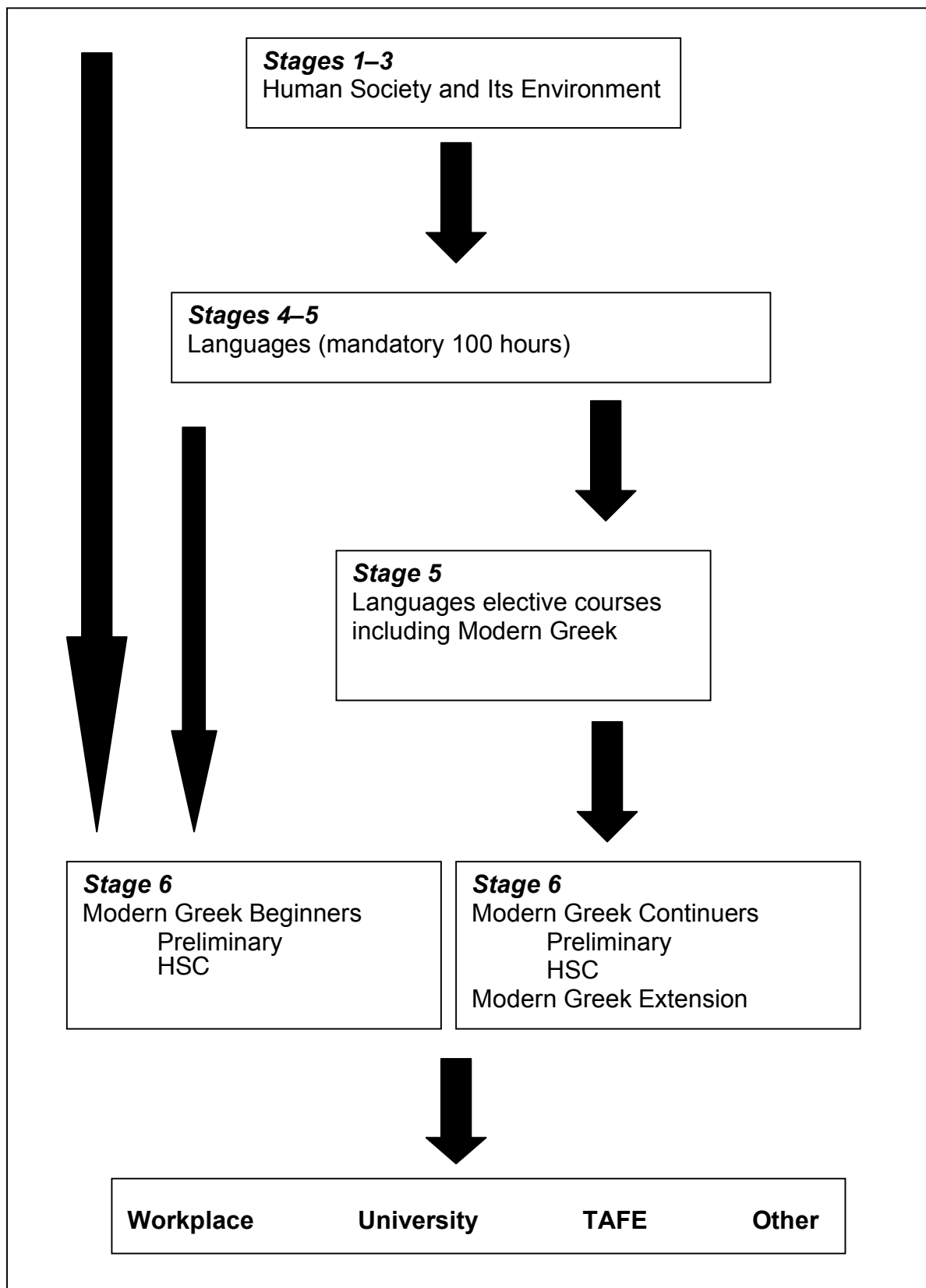
Modern Greek is the language of a vital and original culture. Greek literature, music and film have won world-wide acclaim. Throughout the ages Greece has made a significant artistic, cultural and scientific contribution to western civilisation.

The study of Modern Greek will assist students in the learning of other languages, particularly Indo-European languages. Because the English language has been significantly influenced by Ancient Greek, especially in the areas of the arts and sciences, a knowledge of Modern Greek will enhance and enrich students' knowledge of English.

Modern Greek is one of the most widely used languages in Australia. Greeks have made, and continue to make, a significant contribution to the development of Australia and its multicultural society. The Modern Greek language provides access to the culture, traditions, attitudes and values of Greek speakers. Students will develop linguistic ability and gain cultural understanding through the study of the language. The ability to communicate in Greek will also promote understanding, empathy and cooperation with speakers of Greek in Australia. In conjunction with their other skills it will provide learners with enhanced vocational opportunities.

Knowledge of Modern Greek is a marketable skill in fields such as tourism and hospitality, the food industry, education, health, law, banking, business, the fashion industry, social services, communications, the arts, journalism, religion, politics, the diplomatic corps and agriculture.

### 3 Continuum of Learning for Modern Greek Stage 6 Students



The New South Wales curriculum provides opportunities for students to study a language or languages from Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language such as Modern Greek.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study. Elective study in Stages 4–5 in Modern Greek builds upon the mandatory study.

Stage 6 offers the opportunity to continue the study of Modern Greek at Continuers level with the option of a Modern Greek Extension course. Students may also begin the study of Modern Greek in Stage 6.

## **4 Aims**

The aims of the syllabus are to develop students’:

- ability to use Modern Greek to communicate with others
- understanding and appreciation of the cultural contexts in which Modern Greek is used
- ability to reflect on their own culture(s) through the study of other cultures
- understanding of language as a system
- ability to make connections between Modern Greek and English and/or other languages
- cognitive, learning and social skills
- potential to apply Modern Greek to work, further study, training or leisure.

## **5 Objectives**

Students should be able to achieve the following objectives:

Objective 1 – exchange information, opinions and experiences in Modern Greek

Objective 2 – express ideas through the production of original texts in Modern Greek

Objective 3 – analyse, process and respond to texts that are in Modern Greek

Objective 4 – understand aspects of the language and culture of  
Greek-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Modern Greek and English.

## **6 Course Structure**

### **The Preliminary Course (120 indicative hours)**

The Preliminary course has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, Modern Greek will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Greek-speaking communities through the study of a range of texts.

### **The HSC Course (120 indicative hours)**

The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Modern Greek and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Greek-speaking communities will develop further.

## 7 Objectives and Outcomes

### 7.1 Table of Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding, that students will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which students achieve these outcomes will be reported in the performance scale.

<b>Objectives</b>	<b>Outcomes</b>
The student will: 1. exchange information, opinions and experiences in Modern Greek	The student: 1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas 1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in Modern Greek	2.1 applies knowledge of language structures to create original text # 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience 2.3 structures and sequences ideas and information
3. analyse, process and respond to texts that are in Modern Greek	3.1 conveys the gist of texts and identifies specific information 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience 3.4 draws conclusions from or justifies an opinion 3.5 interprets, analyses and evaluates information 3.6 infers points of view, attitudes or emotions from language and context
4. understand aspects of the language and culture of Greek-speaking communities	4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture

# written or spoken text created by students incorporating their own ideas

## 7.2 Key Competencies

Modern Greek Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the *Modern Greek Stage 6 Continuers Syllabus* to enhance student learning. The key competencies of **communicating ideas and information** and **collecting, analysing and organising information** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through classroom pedagogy. Students interact with one another, and through this interaction, the key competencies, **planning and organising activities** and **working with others and in teams**, are developed. In interacting with others via communications technology, the student will develop the key competency of **using technology**. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency **solving problems**.

## 8 Content of Modern Greek Preliminary and HSC Courses

### 8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Greek-speaking communities
- the changing world.

Each theme has a number of prescribed topics and suggested sub-topics with which students will engage in their study of Modern Greek. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics are provided to guide students and teachers as to how the topics may be treated.

The theme, *the individual*, enables students to explore aspects of their personal world, for example, sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables the student to study topics from the perspective of other individuals.

The theme, *the Greek-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as youth issues.

### 8.1.1 Table of Themes and Topics

<b>Theme:</b> <b>the individual</b>	<b>Theme:</b> <b>the Greek-speaking communities</b>	<b>Theme:</b> <b>the changing world</b>
<b>Topics:</b> <ul style="list-style-type: none"> <li>• personal identity, eg:                             <ul style="list-style-type: none"> <li>– personal/profile</li> <li>– neighbourhood</li> </ul> </li> <li>• relationships, eg:                             <ul style="list-style-type: none"> <li>– friends</li> <li>– family</li> <li>– school life</li> </ul> </li> <li>• the school experience, eg:                             <ul style="list-style-type: none"> <li>– subjects</li> <li>– aspirations</li> </ul> </li> </ul>	<b>Topics:</b> <ul style="list-style-type: none"> <li>• lifestyles, eg:                             <ul style="list-style-type: none"> <li>– travel</li> <li>– hobbies/pastimes</li> </ul> </li> <li>• special traditions, eg:                             <ul style="list-style-type: none"> <li>– festivals</li> <li>– celebrations</li> <li>– national days</li> </ul> </li> <li>• people and events, eg:                             <ul style="list-style-type: none"> <li>– literary figures †</li> <li>– popular entertainers †</li> <li>– sporting heroes †</li> <li>– the Olympic Games</li> </ul> </li> <li>• the migrant experience, eg:                             <ul style="list-style-type: none"> <li>– post war migration</li> <li>– the Asia Minor experience †</li> </ul> </li> </ul>	<b>Topics:</b> <ul style="list-style-type: none"> <li>• youth issues, eg:                             <ul style="list-style-type: none"> <li>– entertainment</li> <li>– drugs/alcohol †</li> <li>– the disadvantaged †</li> </ul> </li> <li>• the world of work, eg:                             <ul style="list-style-type: none"> <li>– occupations</li> <li>– careers</li> <li>– unemployment</li> </ul> </li> </ul>

† receptive use

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time. The length of time and depth of treatment determined for each topic will depend on a number of factors, including:

- the particular objective(s) being covered
- the needs and interests of the student
- the linguistic and cultural complexity of the texts selected for study
- the tasks set for completion
- the language of response
- the nature of the language itself.

Teachers should structure and organise programs based on the prescribed themes and topics to address the objectives of the syllabus. In the treatment of some topics,

it may be appropriate to focus on only one objective, such as Objective 3 — analyse, process and respond to a range of texts. Other topics may lend themselves to focusing on more than one objective. Objective 4 — understand aspects of the language and culture of Greek-speaking communities — underlies the study of all the themes and topics.

### **8.1.2 Texts**

Students will access the themes and topics through texts. They should be wide-ranging and could include, for example, film, short story, song, newspaper article or documentary. While it is expected that students will study a range of oral and written texts in Modern Greek in their treatment of the themes, topics and sub-topics, it may be appropriate to discuss a text or texts in English. Similarly, the language used by students to respond to a text may be either Modern Greek or English, as appropriate. As a guide to those aspects of the topics that lend themselves to discussion in English, some sub-topics have been suggested for receptive use. They have been indicated by a dagger (†) in the Themes and Topics table.

### **8.1.3 Vocational Education and Training**

In order to maximise opportunities for the student to gain recognition in nationally accredited Vocational Education and Training (VET), some teachers may wish to include modules endorsed within the Australian Qualifications Framework (AQF) in their programs.

Schools wishing to integrate VET modules into courses will need to comply with the principles and procedures of the Australian Recognition Framework (ARF) and any specific State or Territory requirements for delivery, assessment and certification of the VET. For further information see Post-school Opportunities on page 21.

## **8.2 Tasks**

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student to work towards meeting the objectives and learning outcomes.

Tasks, broadly defined as opportunities for the purposeful use of language, must be selected and designed so that the student can develop and demonstrate knowledge, skills and understanding at increasingly complex levels.

Tasks can be described as having five elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imaginary, and may include aspects such as where, when, who is involved)
- an audience (the person or people at whom the task is directed)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in the student's overall cognitive development).

### 8.3 Texts

Texts for receptive use will not be prescribed. Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They are expected to be able to produce the following written texts in the modern standard version of Modern Greek.

article	message	recount
diary entry	note	report
email	notice	script of an interview
letter	postcard	script of a speech or talk

In the oral examination students participate in a conversation.

### 8.4 Vocabulary

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idiomatic expressions relevant to the themes and topics prescribed in the syllabus.

#### 8.4.1 Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively.

Suitable editions are published with the Resources on the Board of Studies website ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)). Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Modern Greek Continuers Stage 6*.

### 8.5 Grammar

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote any particular theory of grammar or to favour one methodology over another.

It is recognised that students will already have acquired a significant understanding of the function of grammar in Modern Greek through prior knowledge or study of Modern Greek.

However, developing students' ability to convey meaning effectively in a range of contexts will necessarily involve extending their awareness of the system of structures underlying the language, as well as their ability both to apply and adapt this knowledge.

The following grammatical structures are those that students studying Modern Greek in a Continuers course are expected to recognise and use.

Grammatical item	Sub-elements	Example(s)
Verbs	tense: present (active and passive) past simple past continuous perfect pluperfect simple future conditional negation impersonal verbs reflexive verbs	βρίσκω, βρίσκομαι βρήκα έβρισκα έχω βρει είχα βρει θα βρω θα έβρισκα δεν θέλω δεν έκανα μπορεί χτενίζομαι ντύνομαι
Nouns	masculine feminine neuter singular/plural indeclinable nouns case usage: nominative genitive accusative vocative article agreement	ο άντρας ο μαθητής ο δρόμος η γιαγιά η δύναμη το πρόβατο το νησί το μάθημα η γιαγιά/οι γιαγιάδες η πόλη/οι πόλεις το ρεκόρ το τραμ ο νικητής του νικητή τον νικητή νικητή των παππούδων
Adjectives	adjectival agreement and position irregular adjectives comparatives and superlatives	ο όμορφος κήπος πολύς πολύ πολλή ψηλός ο πιο ψηλός/ψηλότερος ψηλότετος

Grammatical item	Sub-elements	Example(s)
Pronouns	demonstrative  interrogative reflexive relative  indefinite/definite  distributive personal - weak/strong forms  possessive	αυτός τέτοιος εκείνος ποιος, πού, πώς τον εαυτό μου που πως κανένας κάποιοι όποιος καθένας εγώ, εσύ, αυτός etc. εμένα, εσένα etc. δικό μου, δικό σου, δικό του, etc.
Prepositions	simple and compound types use with nouns	με, από, για προς το τέλος
Conjunctions		αλλά, επειδή γιατί
Adverbs	position in word order comparatives formation from adjectives  phrases of time, manner and place  with personal pronouns	γρηγορότερα ωραία χαμηλά κάπου κάπου πότε πότε μαζί μας
Numerals	cardinal ordinal date time agreement fractions percentages collective numerals	ένα, δύο πρώτος, δεύτερος ... έξι του μηνός τρεις η ώρα ο πρώτος παίχτης μισός χρόνος εκατό τοις εκατό μία ντουζίνα

## **9 Course Requirements**

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course.

## 10 Post-school Opportunities

The study of Modern Greek provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Modern Greek assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

### **Recognition of Student Achievement in Vocational Education and Training (VET)**

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW.

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and TAFE modules endorsed within the Australian Qualifications Framework.

Teachers should contact the Board of Studies NSW for more information on VET modules in Modern Greek.

### **Recognition by TAFE NSW**

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of Modern Greek in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Modern Greek Stage 6. This information can be found on the TAFE NSW website ([www.tafensw.edu.au/mchoice](http://www.tafensw.edu.au/mchoice)).

## 11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Modern Greek Continuers syllabus is contained in *Assessment and Reporting in Modern Greek Continuers Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Modern Greek Continuers are available on the Board's website at [www.boardofstudies.nsw.edu.au/syllabus\\_hsc](http://www.boardofstudies.nsw.edu.au/syllabus_hsc)