

## GREEK SECOND ADDITIONAL LANGUAGE (Updated April 2014)

### A. MEANS OF ASSESSMENT

External Examination:	Paper I	2 hours	[100]
	Paper II	2 hours	[100]
Oral			[100]
Internal Assessment:	SBA		[100]

**400 marks**

### B. REQUIREMENTS

<b>PAPER 1:</b>	<b>2 hours</b>		<b>[100]</b>
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#### READING AND VIEWING LANGUAGE

<b>SECTION A:</b>	<b>Reading For Meaning:</b>	<b>Unseen texts</b>	<b>[60]</b>
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This section will comprise two or three authentic texts, which can be in prose, visual and/or graphic form. Questions will require a variety of responses in Greek that may include identifying the main ideas, specific information, opinions, feelings and attitudes expressed in the texts.

Questions will test comprehension only and not the candidates' ability to express themselves. Questions may require candidates to answer in the form of completing tables, true and false, ticking boxes, fill the gap, classifying information, or choosing the correct word/option.

Candidates may also be required to formulate short answers in Greek but the focus in this paper is on their understanding the given texts and not on formulating own texts.

Questions targeting language will be included. Candidates will not only require an understanding of the text, but also knowledge of grammar, punctuation and vocabulary.

<b>SECTION B:</b>	<b>Prescribed Texts</b>		<b>[40]</b>
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Texts in this section will be on the literary texts that have been prescribed for study. Questions will be contextual in nature and must be answered in Greek. Questions will not require sophisticated literary analysis.

Texts may include a text about the culture, character trait, region, countryside or other socio-political aspects of Greece. Questions may require candidates to decode these in relation to a given literary text.

**PAPER II: 2 hours**

**[100]**

**WRITING AND PRESENTING  
LANGUAGE**

The focus of this paper is on formulating own text, therefore questions should try to avoid an over-emphasis on understanding of the given text/s, which is covered in Paper I.

**SECTION A: Writing a Descriptive/Narrative Text,  
Expressing Opinions, Ideas, and Feelings  
[30]**

A choice of one or two short texts will be given as a point of departure. Candidates will be required to describe, inform and express their own opinion on the topic of/issues in one of the given texts.

Candidates may draw on vocabulary and ideas in the text, but must formulate their ideas in their own words. Candidates must not simply recopy portions of the text. The candidate's response will be one continuous prose text.

Length: 150 – 200 words.

**SECTION B: Writing a Transactional Text/ Formulating Information [30]**

Four short texts and/or descriptions of situations from daily life will be given. Candidates will be required to react in writing to three of the situations, e.g. write short messages/informal letter/e-mail/phone message). The responses will be of a communicative nature.

Each answer must be 3 – 5 lines in length ( $\pm$  150 words in total for this section).

**SECTION C: Language in Context [40]**

Two questions will be set. Two texts (word count not exceeding 350 words in total) will be given as a point of departure. By answering questions candidates will demonstrate their knowledge of Greek and its use in context.

The first question will require candidates to formulate and present the same information in a different format or from a different point of view (e.g. from a dialogue to a letter; from a newspaper article to a telephone conversation; a translation, an account of a given event in reported/indirect speech).

The second question will ask candidates to expand short notes into a coherent text.

Length 100 – 120 each.

**Internal Assessment**

(i) marks obtained from written work assessed internally (see SBA File)

(ii) marks obtained from oral work (see Oral and Aural Assessment)

**SBA FILE****[100]**

Each candidate must keep a SBA file of written work all of which should be in Greek and assessed by the teacher. It must include a variety of tasks representative of the candidate's work. Candidates may start work on their SBA file from September of the Grade 11 year, but all work included in the SBA file will be assessed at Grade 12 level.

The SBA file submitted must consist of exactly TEN representative pieces of work, all to be written **in Greek**.

The work must correspond to the following categories:

**SECTION A: Tasks****[60]**

**FIVE tasks must be included in this section.**

**THREE** pieces written under controlled conditions (200 – 250 words each). (40)

**TWO** pieces of **extended writing** (250 – 300 words), which should be **edited once** by the candidate. Both the original, with errors underlined and coded but not corrected by teacher, and the final version, assessed by the teacher, must be submitted. The weighting of this section is 20 marks. (2 x 10)

Of the above, **ONE** piece may use a literary text from the prescribed literature or the themes as a point of departure.

**SECTION B: Tests****[20]**

A selection of **3** tests that reflect the assessment required in the final examination (as in Paper I and II). Each test will be marked out of at least 20 marks, but the total weighting of this section is 20 marks. (20)

**SECTION C: Preliminary Examinations****[20]**

Both Paper I and Paper II must be included. Each paper is out of 100 marks but the total weighting of this section is 20 marks. (2 x 10)

Preliminary Examinations must be based on original material and not taken from previous IEB examination papers.

**For more details**, see the Content section of Interpretation of the Requirements: SBA File

Each candidate will be required to present his/her learner file in a special folder for assessment by the teacher and subsequent transmission to the IEB for moderation purposes by 31 October each year.

Please note that candidates who do not submit pieces corresponding to the specified categories may be given no marks for this assessment or penalised in other ways at the discretion of the IEB.

**ORAL AND AURAL ASSESSMENT****[100]****SECTION A: SCHOOL-BASED ASSESSMENT****[40]**

The evaluation of candidates' oral and aural proficiency should be continuous and proficiency in a variety of situations should be assessed. Candidates should be able to read, and communicate about what they read, and respond to other stimuli, pictures, tapes or 'live' speech.

The marks for Listening and Speaking are broken down as follows:

- |       |   |      |
|-------|---|------|
| (i)   | Reading and discussion of a previously prepared document. | (20) |
| (ii)  | Role Play/Situations                                      | (10) |
| (iii) | Listening Comprehension                                   | (30) |
| (iv)  | Conversation  | (40) |
- (Discussion of Themes and of prescribed oral texts to be included in general conversation.)

**Listening Comprehension**

Listening Comprehension tasks should be done during the year to assess Listening and Speaking. These should be completed under controlled conditions, based on pre-recorded texts. Marks for this section are to be attained from tasks assessing three kinds of listening comprehension:

Type 1: Listening for main points

Type 2: Listening for specific information

Type 3: Listening for detailed information

## C. INTERPRETATION OF THE REQUIREMENTS

### SBA File

These instructions should be read in conjunction with the examination requirements.

#### 1. General

- Schools must certify that all work in each folder is the candidate's own work. This does not imply that all exercises must be done under test conditions or that homework may not be included, only that the school must be confident that the work has not been unduly influenced by others.
- All work in the folder must be assessed by the teacher and given a mark. It is important to note that the pieces of work in each folder should, as a whole, give a representative picture of the ability, aptitude and application of the candidate.
- Each candidate will be given a total mark by the teacher, expressed as a percentage. Where, in the opinion of the school, an aggregate mark does not adequately reflect the ability, aptitude and application of the candidate, the school must motivate an alternative mark.
- In addition to completing a cover sheet and declaration of authenticity for each candidate (see Administrative and Support Documentation: 1), each school must prepare a mark sheet giving the examination number and aggregate mark (%) of each candidate in rank order (see Administrative and Support Documentation: 2). The latter document is to be included in the teacher's file.
- The IEB will arrange for moderation of a sufficient number of folders to take place to determine whether the marks submitted for individual candidates or for the group as a whole should be accepted, scaled in some way, or re-marked in their entirety.

#### 2. Presentation

- The folder submitted should be A4 in size, sturdy, but flat, light and not bulky.
- The candidate's examination number must be clearly written on the front of the folder. Candidates' names may appear on the pieces of work included in the folder.
- Candidate's work must be in Greek.
- The instruction for each task must be clearly indicated in front of each piece as well as in the teacher's file (see below).
- The SBA file cover sheet with declaration (see Administrative and Support Documentation: 1) must be filled in by the teacher for each candidate.
- Work in the learner's file should be neat, legible and written in blue or black ink only. It may be typed or handwritten. All work must be dated.
- There must be adequate margins so that documents are visible **without** being removed from the folders.

- The SBA file is intended to support the teacher's assessment of the candidate's ability in Greek. The teacher must therefore ensure that all categories of work required are correctly represented. Overall, the work in the SBA file should be characteristic of the candidate's general level of competence at the time that the SBA file is presented.
- The teacher must ensure that the same principles are used in selecting work for the SBA file of each candidate. While it is not necessary for samples of the same task to be included in each learner file, it is important that the same number of pieces of work, with the same weighting, be included for each candidate.
- Pieces of work in each of the required categories should be filed together, with clear dividers between each section, and in the order indicated by the official IEB cover sheet (see Administrative and Support Documentation:1).
- Each piece must reflect the required standard of work and number of words.
- Please note that no credit will be given for decorated files or work.
- A teacher's file must be provided for the guidance of the moderator. It must contain a mark sheet giving the examination number and aggregate mark (%) of each candidate in rank order (see Administrative and Support Documentation: 2). It must contain a copy of all the authentic documents (e.g. texts), planning schedules for a group of integrated activities; cassettes used for assessment; requirements of each of the assessment tasks; question papers; rubrics/mark allocations and marking memoranda (desired content.) The themes or literature studied should be listed. In the case of themes, the literary texts or extracts used should be indicated (see Administrative and Support Documentation).

### 3. Content (of Section A)

The FIVE pieces of work submitted in Section A of the SBA must fulfil the following requirements:

- Of the above, ONE pieces may use a literary text from the prescribed literature or the themes as a point of departure.
- One edited (process writing) piece must be NARRATIVE (e.g. story, letter), DESCRIPTIVE or DISCURSIVE (e.g. a dialogue, letter, article, discussion) where the candidate must put forward an opinion, argue a point of view or discuss an issue.
- The 2 edited (process writing) pieces (e.g. the narrative) should be presented as a draft as well as a final version. Errors in the first draft should be underlined and coded by the teacher/peers, but NOT corrected. The candidate then must present the original and the edited final version. Only the final draft is assessed in full by the teacher. The teacher must indicate a symbol on the first draft. Both the first and final version MUST be included.
- All other pieces that will appear in the SBA file may NOT be edited/re-copied
- The tasks should integrate all the outcomes and involve the learners in activities around vocabulary building and using language in a variety of ways. As far as possible, the final piece of the task must assess learners in a way that is different from the type of responses that are expected in the external examination. A task that starts with a

research activity, continues through some oral activities to a writing activity would be suitable. **(final piece done under controlled conditions).**

- All SBA file pieces must be continuous prose pieces (i.e. not short questions and answers or contextual comprehension type questions).
- Different categories of writing could be submitted (e.g. friendly letters; formal letters; dialogues; faxes; stories; responses to authentic documents: texts, photos, cartoons, advertisements).
- At least ONE other piece must use an authentic text as a point of departure. The stimulus must be presented with the learner's task. (The authentic text may, for example, have been discussed in class or used as a comprehension, and then a task set on it. It could be a literary text. The bibliographic reference/source indication of authentic texts should preferably be included.

General comment on pieces that use a literary text as a point of departure:

- The level of questioning and expectation should be appropriate to the candidates' ability to express themselves in Greek (recognition, identification and response to character, plot and theme, NOT literary analysis). While the objective of including literature is still to enrich candidates' experience of the language and culture, the task should focus on their ability to communicate in the Greek language.
- Assessment should take ideas and expression into account.

#### 4. Selection of Themes

Candidates **MUST** study **TWO** themes as a source of literary texts. These texts will be examined in Paper I.

The teaching and learning of Greek, in this case as a Second Additional Language, is text and themes based. In the case of the prescribed theme, however, the purpose of this study is:

- to introduce candidates to the richness of the literature of the target language;
- to demonstrate links between the literature and the culture/country/context of the language;
- to give the learners the necessary vocabulary and language structures needed to discuss the issues contained in the themes;
- to broaden their base for oral conversation and discussion, with positive spin-offs for the written work.

When using a theme for this study, teachers will add their own choice of texts from a wide variety of sources and types to encompass many different genres of texts and to deepen the understanding of the language use and improve the learners' vocabulary (both active and passive).

Teachers may develop the themes using any materials, but **must include some literary texts**, e.g. poems, extracts from novels/plays. Themes such as 'war', 'love', 'youth', 'tourism' or 'family' would be appropriate. The themes will form part of the general conversation in the Oral, along with the oral texts prescribed. The theme selected should be regarded as a minimum, and teachers can choose to teach more literature, and should extend candidates as much as possible.

## 5. Assessment

### General points

Teachers should file and keep all work set and marked throughout the year. The original work should be submitted as is. Candidates **should not make a fair copy** of test pieces or of the final version of edited pieces.

Teachers would be well advised to set assignments like more general essays in the second half of the Grade 12 year.

### Recording the marks

Each mark for a piece of work in the SBA file should be converted if necessary so that the final mark included in the SBA total is also reflected on the task, making it possible to deal with a total of 100 for the whole SBA. These marks must be realistic. (For example, 16 out of 20 means that the piece is worth an “A”, and is not merely a rounded up “B”).

The marks for the pieces included in the SBA file must be recorded on the cover sheet provided, according to the instructions which accompany it (Administrative and Support Documentation: 1). If, in an exceptional case, the mark derived for a particular candidate does not reflect a true assessment, the teacher may motivate a different mark. This cover sheet must be countersigned by the principal.

### Moderation of SBA

The purpose of the moderation is to ensure that the prescriptions of the syllabus and examination requirements have been followed and that standards are similar across different schools.

The SBA file must be ready to be submitted to the IEB for moderation by 31 October each year. Schools will be informed which SBA files must go through to the moderation committee for moderation.

Prior to this final moderation, schools are expected to moderate in assigned clusters. Both the teachers' files and the learners' files should be moderated in the clusters so that the standard is monitored and discussed before the final submission of the files to the IEB.

## GUIDELINES: ORAL AND AURAL ASSESSMENT

The oral and aural assessment by individual teachers is an ongoing process throughout the year, and will be subject to moderation in the latter part of the year. The language skills contained in Listening and Speaking are expected to be assessed and the individual marks recorded by teachers.

### MARK ALLOCATION

[100]

#### 1. Discussion of a previously prepared document

[20]

- The IEB will send schools a selection of 8 – 10 texts each year. Candidates must prepare at least THREE of these, from which the moderator will select ONE for discussion. Teachers are encouraged to do more than the minimum.
- The candidate must introduce the document, and, through discussion and answering questions, demonstrate an understanding of the text and be able to express an opinion on the subject matter, and on related issues.
- This is NOT a prepared speech.
- Texts may be prepared together in class.

#### 2. Role Play

[10]

Although candidates are given time to prepare their role play in advance, notes may not be used when it is presented.

Teachers are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be a native speaker in order to be given 9 or 10.

It is suggested that the following criteria be used for evaluating role play:

Rating Code	Description	Marks %
7	Outstanding pronunciation, intonation and fluency; an occasional slight mistake or hesitation; but excellent communication.	80-100
6	Very good pronunciation and fluency; makes a good attempt at correct intonation and expression; some mistakes, but very good communication.	70-79
5	Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; several mistakes and/or hesitation, but good communication.	60-69
4	A fair degree of fluency and accuracy in pronunciation; quite a number of errors; some attempt at intonation, expression and communication.	50-59
3	Lacks fluency; very many errors; pronunciation influenced by the home language; communication breaks down in places, but the learner struggles and keeps going.	40-49
2	Very poor; many gross errors; frequently incomprehensible; very little communication.	30-39
1	Incomprehensible.	0-29

**3. Listening Comprehension**

[30]

Listening tasks must be set with care so that the focus of the assessment is on listening and not on reading, writing or speaking.

More than one mark must be collected for listening as part of the continuous assessment of listening. At least one mark for Listening Comprehension in the oral component should come from a test of 30 minutes for 30 marks.

The use of tick boxes, true/false answers, matching names to facts etc. is encouraged so that the learners do not penalise themselves in written answers since what is being tested is the candidate's listening skills.

See Requirements above for details.

**4. Conversation**

[40]

General discussion with the teacher about such topics as personal life, future plans, daily routine, interests. This will also include discussion around the themes or literature studied.

Teachers are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be a native speaker to obtain full marks. Decide first on the category into which the candidate falls (A, B, etc.) before awarding the exact mark. Do not inflate marks. Some candidates will fail. Be realistic. The mark must reflect the candidate's oral ability at the end of the Grade 12 year.

It is suggested that the following criteria be used for evaluating conversation:

<b>Rating Code</b>	<b>Description</b>	<b>Marks %</b>
7	Clearly expressed, accurate, to the point, fluent; very effective vocabulary; hardly any language errors. Interested and interesting. A real conversation is maintained.	80 – 100
6	Competent use of vocabulary; few language errors, most of the time fluent.	70 – 79
5	Can communicate effectively, despite errors. Conversation maintained, but ordinary.	60 – 69
4	Can communicate reasonably effectively, despite errors. Conversation maintained most of the time.	50 – 59
3	Can at times communicate fairly comprehensibly, despite errors. Needs some help from the assessor.	40 – 49
2	Slow and laboured attempt at conversation. Often does not understand questions. Few full sentences, but some basic communication.	30 – 39
1	Does not understand questions. Almost no full sentences. Meaning impeded by constant errors and hesitation. So many mistakes that communication is broken. Frequent use of home language or language of learning and teaching.	0 – 29

### **MODERATION OF ORAL WORK**

The IEB will arrange for moderators to visit schools from September to mid-October for the purpose of standardising the school assessment for oral work.

Schools will be informed of the dates on which they will be visited. On his/her arrival, the moderator should be presented with:

- the correct forms as supplied by the IEB.
- a list of all candidates and the final mark (out of 100) for oral, arranged in order of merit, so that the moderator may select candidates from the entire range of ability.
- the mark-sheet/mark book for the class showing the breakdown of how the oral mark was composed.

The function of the moderator is to ensure that the prescriptions of the NCS and the IEB Assessment Guidelines have been followed and that standards are similar across different schools. On the basis of the interviews conducted, the moderator will make recommendations to the IEB as to whether the marks for the school as a whole should be accepted as they are or be adjusted in some systematic way.

**D. ADMINISTRATIVE AND SUPPORT DOCUMENTATION**

1. SBA cover sheet with declaration
2. IEB SBA rank order mark sheet
3. IEB Oral Moderation rank order mark sheet
4. Selected themes and literary texts (if applicable)
5. Assessment Design and Reporting Levels
6. Language Structures and Conventions (from CAPS SAL document)
7. Cluster moderation sheets

IEB COPYRIGHT

1. SBA COVER SHEET WITH DECLARATION



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
GREEK SECOND ADDITIONAL LANGUAGE  
NON OFFICIAL LANGUAGES  
SBA COVER SHEET**

NAME OF CANDIDATE: \_\_\_\_\_

EXAMINATION NUMBER:

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		Possible Mark	Actual Mark
<b>SECTION A</b> 1. Tasks under controlled conditions (200 – 250 words)	1		
	2		
	3		
<b>TOTAL FOR THIS SECTION</b>		40	
2. Extended writing (250 – 300 words)	1		
	2		
<b>TOTAL FOR THIS SECTION</b>		20	
<b>SECTION B</b>			
Test	1		
Test	2		
Test	3		
<b>TOTAL FOR THIS SECTION</b>		20	
<b>SECTION C</b>			
Preliminary examinations	1	100	
	2	100	
<b>TOTAL FOR THIS SECTION</b>		20	
<b>TOTAL</b>		100	

I certify that all the work in this SBA file is the candidate’s own work.

Signature of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

I certify that all the work in this SBA file is my own work.

Signature of Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

2. IEB SBA RANK ORDER MARK SHEET



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
GREEK SECOND ADDITIONAL LANGUAGE  
NON OFFICIAL LANGUAGES  
SBA RANK ORDER MARK SHEET**

**CENTRE NO**

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**CANDIDATES LISTED IN RANK ORDER OF MARKS (HIGHEST TO LOWEST)**

	EXAMINATION NUMBER										MARK - 100
1											
2											
3											
4											
5											
6											
7											
8											
9											
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11											
12											
13											
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16											
17											
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20											
21											
22											
23											
24											
25											

3. IEB ORAL MODERATION RANK ORDER MARK SHEET



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
GREEK SECOND ADDITIONAL LANGUAGE  
NON OFFICIAL LANGUAGES  
ORAL ASSESSMENT**

**CENTRE NO**

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**CANDIDATES LISTED IN RANK ORDER OF MARKS (HIGHEST TO LOWEST)**

	<b>EXAMINATION NUMBER</b>											<b>MARK - 100</b>
<b>1</b>												
<b>2</b>												
<b>3</b>												
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<b>23</b>												
<b>24</b>												
<b>25</b>												

4. SELECTED THEMES AND LITERARY TEXTS (IF APPLICABLE)



NATIONAL SENIOR CERTIFICATE EXAMINATION  
GREEK SECOND ADDITIONAL LANGUAGE  
NON OFFICIAL LANGUAGES

**A. THEMES**

The following TWO themes will be studied:

1. **Prescribed theme** (indicate the theme prescribed by the IEB):

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2. **Selected theme** (indicate the theme selected by the teacher):

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**AND**

**B. LITERATURE TEXTS**

(Indicate the literary texts chosen by the teacher, relating to the selected theme.)

The following PLAY or NOVEL has been selected.

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**OR**

The following TWO SHORT STORIES and THREE poems have been selected:

Short stories:

1. 

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2. 

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Poems:

1. 

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2. 

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3. 

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## 5. ASSESSMENT DESIGN AND REPORTING LEVELS

**BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES (ADAPTED BY THE IEB)**

Level	Description	Explanation	Skills demonstrated	Action verbs
7	Evaluation	Making judgments based on certain criteria	Compare and discriminate between ideas; assess value of theories, presentations; make choices based on reasoned arguments; verify value of evidence; recognize subjectivity	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize, critique, interpret, justify.
6	Synthesis	The ability to put elements together to form a new whole	Use old ideas to create new ones, generalize from given facts, relate knowledge from several areas, predict, draw conclusions	Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if? Compose, formulate, prepare, generalize, rewrite, categorize, combine, compile, reconstruct
5	Analysis	The ability to break down a whole into its component parts. Elements embedded in a whole are identified and the relations among the elements are recognised	Seeing patterns, organisation of parts, recognition of hidden meanings, identification of components.	Analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, infer, break down, contrast, distinguish, diagram, illustrate
4	Application	The ability to use (or apply) information in new situations	Use information, use methods, concepts, theories in new situations, solve problems using required skills or knowledge	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, construct, manipulate, prepare, produce
3	Comprehension	First level of understanding, recall and understand information, describe meaning	Understanding information, grasp meaning, translate knowledge into new context, interpret facts, compare, contrast, order, group, infer causes, predict consequences	Summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, comprehend, convert, defend, explain, generalize, give example, rewrite
2	Knowledge	Act of remembering facts. Only recall	Observation and recall of information	List, define, tell, describe, identify, show, know, label, collect, select, reproduce, match, recognize, examine, tabulate, quote, name
1	Fragmented knowledge	Recalls knowledge with errors	Unable to recall accurately or coherently; partial recall	-

6. ITALIAN LANGUAGE STRUCTURES AND CONVENTIONS (FROM CAPS SAL DOCUMENT)



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
GREEK SECOND ADDITIONAL LANGUAGE  
NON OFFICIAL LANGUAGES  
LANGUAGE STRUCTURES AND CONVENTIONS (FROM CAPS SAL DOCUMENT)**

<b>Vocabulary development and language use</b>
Synonyms, antonyms, homonyms, homophones, one word for a phrase Figures of speech (simile, metaphor, personification, contrast, irony, sarcasm, anti-climax, pun) (Enrichment: <i>metonymy, onomatopoeia, hyperbole, symbol, euphemism, litotes, oxymoron, paradox, understatement, synecdoche</i> ) Idiomatic expressions/idioms/proverbs Borrowed, inherited, new words (neologisms), and etymology (origin of words) Parts of words: Prefixes, roots, and suffixes

<b>Sentence structures and conventions</b>	<b>Types</b>
Nouns	Countable (e.g. <i>καρέκλα/καρέκλες</i> ) and uncountable nouns (e.g. <i>έπιπλα</i> ) Number (singular and plural) e.g. <i>καρέκλα/καρέκλες</i> Nouns with no change in number e.g. <i>άλφα, ασανσέρ, πάρτι</i> Nouns with no change in number in the singular form e.g. <i>Χριστούγεννα, ρέστα, κάλαντα</i> Nouns with no change in number in the plural form e.g. <i>χάος, κούραση, όχλος</i> Common (e.g. <i>γυναίκα</i> ) and proper nouns (e.g. <i>Ελένη</i> ) Abstract nouns e.g. <i>αγάπη, φόβος, σεβασμός, τιμιότητα</i> Possessive forms of nouns e.g. <i>η τσάντα της Μαρίας, τα παιχνίδια των παιδιών</i> Collective nouns and classifiers e.g. <i>ένα κοπάδι πρόβατα, ένα ζευγάρι παπούτσια</i> Male, female and neutral nouns e.g. <i>ο άνδρας, η γυναίκα, το παιδί</i> Various endings of nouns. e.g. <i>ο άνδρω<u>πος</u>, ο μαθη<u>τής</u>, ο χάρακα<u>ς</u>, ο καφε<u>ς</u>, ο παπ<u>πούς</u>, ο κουρέ<u>ας</u>, ο μ<u>υς</u>, η εικόν<u>α</u>, η γραμμ<u>ή</u>, η κιβω<u>τός</u>, το φυ<u>τό</u>, το νη<u>σί</u>, το μάθη<u>μα</u>, το δά<u>σος</u>, το γράψι<u>μο</u></i>
Determiners	Indefinite article: <i>έ<u>νας</u> μαθη<u>τής</u>, μ<u>ία</u> δασκά<u>λα</u>, έ<u>να</u> βιβλί<u>ο</u></i> Definite article: : <i>ο μαθη<u>τής</u>, η δασκά<u>λα</u>, το βιβλί<u>ο</u></i> Demonstratives: <i>αυ<u>τός</u>/αυ<u>τή</u>/αυ<u>τό</u>, εκ<u>είνος</u>/εκ<u>είνη</u>/εκ<u>είνο</u>, αυ<u>τοί</u>/αυ<u>τές</u>/αυ<u>τά</u>, εκ<u>είνοι</u>/εκ<u>είνες</u>/εκ<u>είνα</u>, (e.g. <b>Αυ<u>τό</u> το βιβλί<u>ο</u> είναι δικ<u>ό</u> μου.)</b></i> Quantity 1: <i>ό<u>λοι</u>/ό<u>λες</u>/ό<u>λα</u>, μερ<u>ικοί</u>/μερ<u>ικές</u>/μερ<u>ικά</u>, περ<u>ισσότεροι</u>, περ<u>ισσότερες</u>, περ<u>ισσότερα</u>, καν<u>είς</u>/κα<u>μία</u>/κα<u>νένα</u> (e.g. <b>Ό<u>λοι</u></b> οι μαθη<u>τές</u> κα<u>τά</u>λαβαν το μάθη<u>μα</u>.)</i>

	<p>Quantity 2: <i>και οι δύο, κανένας/καμία/κανένα, ούτε ο ένας ούτε ο άλλος, (e.g. <b>Και οι δύο</b> μαθητές σηκώθηκαν όρθιοι.)</i></p> <p>Quantity 3: <i>πολλοί/πολλές/πολλά, λίγοι/λίγες/λίγα, περισσότεροι/περισσότερες/ περισσότερα, λιγότεροι/λιγότερες/λιγότερα (e.g. Το σχολείο έχει <b>πολλούς</b> μαθητές.)</i></p> <p>Quantity 4: <i>κάποιοι/κάποιες/κάποια, ο καθένας/η καθεμία/το καθένα, οποιοσδήποτε/οποιαδήποτε/οποιοδήποτε, άλλος/άλλη/άλλο (e.g. <b>Κάθε</b> μαθητής πήρε ένα βιβλίο.)</i></p>
Pronouns	<p>Personal pronouns as subject: <i>Εγώ, εσύ, αυτός, εμείς, εσείς, αυτοί (e.g. <b>Αυτή</b> διαβάζει το βιβλίο.)</i></p> <p>Personal pronouns as direct or indirect object: <i>μου, σου, του, μας, σας, τους (e.g. <b>Μου το</b> έδωσε.)</i></p> <p>Reflexive pronouns: <i>ο εαυτός μου, ο εαυτός σου, ο εαυτός του/της (e.g. Να προσέχεις <b>τον εαυτό σου</b>.)</i></p> <p>Relative pronouns: <i>που, ο οποίος/η οποία/το οποίο, όσος/όση/όσο, ό,τι, οποιοσδήποτε/οποιαδήποτε/οποιοδήποτε (e.g. Ο κύριος, <b>ο οποίος</b> στέκεται δίπλα στο παράθυρο είναι ο καθηγητής μου.)</i></p> <p>Interrogative pronouns: <i>τι, ποιος/ποια/ποιο, ποιανού/ποιανής/ποιανού, πόσος/πόση/πόσο (e.g. <b>Ποιανού</b> είναι αυτό το βιβλίο;)</i></p>
Adjectives	<p>Position of adjectives e.g. <i>Ο <b>γέρος</b> άνθρωπος</i> (before a noun); <i>Αυτός ο άνθρωπος είναι <b>γέρος</b>.</i> (after a noun)</p> <p>Male, female and neutral adjectives e.g. <i>ο καλός, η καλή, το καλό.</i></p> <p>Various endings of adjectives, e.g. <i>ελεύθερος/ελεύθερη/ελεύθερο, ωραίος/ωραία/ωραίο, γλυκός/γλυκιά/γλυκό, βαρύς/βαριά/βαρύ, ο μικρούλης/η μικρούλα/το μικρούλικο, ο ενδιαφέρων/η ενδιαφέρουσα/το ενδιαφέρον</i></p> <p>Comparison of adjectives e.g. <i>όμορφος/πιο όμορφος/ο πιο όμορφος, όμορφος/ομορφότερος/ο ομορφότερος, (e.g. Αυτό το λουλούδι είναι το ομορφότερο που έχω δει στη ζωή μου.)</i></p> <p>Irregular degrees of comparison e.g. <i>πολύς/περισσότερος/ο περισσότερος (e.g. Οι περισσότεροι άνθρωποι στην Ελλάδα γνωρίζουν Αγγλικά.)</i></p>
Adverbs	<p>Adverbs of manner, they answer to the question "πώς;" e.g. <i>καλά, άσχημα, όμορφα, ήσυχα, ευγενικά, μαλακά, γρήγορα etc.</i></p> <p>Adverbs of time, they answer to the question "πότε;" e.g. <i>χτες, αύριο, μεθαύριο, του χρόνου, πάντα, τώρα etc.</i></p> <p>Adverbs of place, they answer to the question "πού;" e.g. <i>εδώ, εκεί, μέσα, έξω, πάνω, κάτω etc.</i></p> <p>Adverbs of quantity, they answer to the question "πόσο;" e.g. <i>πολύ, λίγο, αρκετά etc.</i></p>
Prepositions	Place, time, cause, manner, e.g. <i>προς, από, για, έως, σαν, σε etc</i>
Verbs	<p>Transitive and intransitive verbs e.g. <i>Αγόρασε ένα βιβλίο./Το κορίτσι γέλασε.</i></p> <p>Verbs with two objects (direct and indirect) e.g. <i>Έδωσε <b>σε μένα το βιβλίο</b>.</i></p>
Verb tenses	<p>Simple present tense e.g. <i><b>Παίζω</b> τένις κάθε μέρα. / Κοιμάμαι νωρίς κάθε βράδυ .</i></p> <p>Past progressive (or continuous) tense e.g. <i><b>Έπαιζα</b> τένις κάθε μέρα. / Κοιμόμουν νωρίς όταν ήμουν μικρή.</i></p> <p>Simple past tense e.g. <i><b>Έπαιξα</b> τένις χτες./ Χτες κοιμήθηκα νωρίς.</i></p> <p>Future progressive (or continuous) e.g. <i>Αύριο <b>θα παίζω</b> τένις όλη μέρα. / Από αύριο θα κοιμάμαι νωρίς</i></p>

	<p>κάθε βράδυ.</p> <p>Simple future tense e. g. <i>Αύριο το απόγευμα <b>θα παίξω</b> τένις. / Αύριο το βράδυ θα κοιμηθώ νωρίς.</i></p> <p>Present perfect tense e. g. <i><b>Έχω παίξει</b> τένις πολλές φορές στη ζωή μου. / Κάποια βράδια έχω κοιμηθεί αργά.</i></p> <p>Past perfect e. g. <i>Θυμάμαι ότι κάποτε <b>είχα παίξει</b> τένις με τον Γιώργο. / ;Ένα βράδυ είχα κοιμηθεί από τις 7:00 μ.μ.</i></p> <p>Future perfect e. g. <i>Μέχρι να γυρίσεις εγώ <b>θα έχω παίξει</b> τέσσερις αγώνες τένις./ Είμαι κουρασμένη και θα έχω κοιμηθεί πριν γυρίσεις.</i></p>
Concord	<p>Subject-verb concord e. g. <i>Αυτή μόλις γύρισε. / Αυτοί μόλις γύρισαν. Εγώ πήγαινα σινεμά. / Εμείς πηγαίναμε σινεμά.</i></p> <p>Noun-adjective in number and gender e.g. <i>ο καλός άνθρωπος / οι καλοί άνθρωποι</i></p>
Modals	<p>To express ability/inability e. g. <i><b>Μπορώ</b> να μιλήσω Γερμανικά. / Δεν <b>μπορώ</b> να μιλήσω Γαλλικά.</i></p> <p>To express permission e. g. <i><b>Μπορώ</b> να βγω έξω; Βεβαίως <b>μπορείς</b>. <b>Μπορώ</b> να φύγω νωρίς; Όχι δεν <b>μπορείς</b>.</i></p> <p>To express instructions/requests: <i><b>Μπορείς</b> να ανοίξεις το παράθυρο, παρακαλώ;</i></p> <p>To express possibility/impossibility e. g. <i>Αυτό <b>μπορεί</b> να παρουσιάσει δυσκολίες. / <b>Μπορεί</b> να έχεις δίκιο. / Δεν <b>μπορούσα</b> να το ξέρω αυτό.</i></p> <p>To express probability/improbability e. g. <i><b>Μπορεί</b> να φτάσουμε στο Γιοχάννεσμπουργκ σε 5 ώρες.</i></p>
Conditional sentences	<p>First conditional to express a real possibility e. g. <i>Εάν βρέξει δεν θα πάμε στη θάλασσα.</i> Second conditional to express something that is unlikely or improbable e. g. <i>Εάν κέρδιζα το λαχείο θα αγόραζα ένα μεγάλο σπίτι.</i></p> <p>Third conditional to express something that is hypothetical e. g. <i>Εάν είχα διαβάσει περισσότερο θα είχα περάσει τις εξετάσεις μου.</i></p>
Passive voice	<p>Passive Voice</p> <p>Simple present tense e. g. <i>Η πόρτα κλειδώνεται κάθε βράδυ.</i></p> <p><i>Past progressive (or continuous) tense e. g. Η πόρτα κλειδωνόταν κάθε βράδυ.</i></p> <p>Simple Past tense e. g. <i>Η πόρτα κλειδώθηκε χτες το βράδυ νωρίς.</i></p> <p><i>Future Continuous tense e. g. Από σήμερα η πόρτα θα κλειδώνεται κάθε βράδυ.</i></p> <p>Simple future tense e. g. <i>Σήμερα το βράδυ η πόρτα θα κλειδωθεί νωρίς.</i></p> <p>Present perfect tense e. g. <i>Η πόρτα έχει ήδη κλειδωθεί.</i></p> <p>Past perfect e. g. <i>Η πόρτα είχε κλειδωθεί όταν γύρισα σπίτι.</i></p> <p>Future perfect e. g. <i>Η πόρτα θα έχει κλειδωθεί πριν να γυρίσει ο Γιώργος στο σπίτι.</i></p> <p>Active voice -</p> <p>Simple present tense e. g. <i>Ο Γιώργος κλειδώνει την πόρτα.</i></p> <p><i>Past progressive (or continuous) tense e. g. Ο Γιώργος κλείδωνε την πόρτα τα βράδια.</i></p> <p>Simple Past tense e. g. <i>Ο Γιώργος μόλις κλείδωσε την πόρτα.</i></p> <p><i>Future Continuous tense e. g. Ο Γιώργος θα κλειδώνει την πόρτα κάθε βράδυ.</i></p> <p>Simple future tense e. g. <i>Σήμερα το βράδυ ο Γιώργος θα κλειδώσει την πόρτα νωρίς.</i></p> <p>Present perfect tense e. g. <i>Ο Γιώργος έχει κλειδώσει την πόρτα.</i></p>

	<p>Past perfect e. g. <i>Ο Γιώργος είχε κλειδώσει την πόρτα πριν γυρίσω εγώ.</i></p> <p>Future perfect e. g. <i>Μέχρι να επιστρέψεις ο Γιώργος θα έχει κλειδώσει την πόρτα.</i></p>
Reported speech	<p>Reported statements and questions e. g. <i>Με ρώτησε τι ώρα θα γυρίσω στο σπίτι.</i></p> <p><i>"That/ότι" clauses Μου είπε ότι έπρεπε να διαβάσει.</i></p>
Sentence structures	<p>Statement</p> <p>Questions</p> <p>Command / imperative</p>
<b>Punctuation</b>	Hyphen, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses
<b>Spelling</b>	Spelling patterns, spelling rules and conventions, abbreviations, acronyms

<b>Critical language awareness</b>
<p>Implied meaning and inference</p> <p>The writer' s / producer' s / narrator' s / character' s point of view and give some supporting evidence from the text</p> <p>Emotive and manipulative language</p> <p>Bias, prejudice and any stereotyping</p> <p>Assumptions and explain their impact</p> <p>Denotation and connotation</p> <p>The purpose of including or excluding information</p>

7. CLUSTER MODERATION SHEETS



**SECOND ADDITIONAL LANGUAGE: GRADE 12 SBA FILES**

**NATIONAL/CLUSTER MODERATION CHECKLIST: LEARNER'S FILES**

Examination Centre : \_\_\_\_\_ Name of School :

Province: \_\_\_\_\_ Subject: \_\_\_\_\_

*Comments on particular numbers may be made overleaf.*

<b>GENERAL ADMINISTRATION / PRESENTATION</b>		<b>YES</b>	<b>NO</b>
1	IEB Cover Sheet – marks converted & totalled accurately?		
2	IEB Cover Sheet – signed by teacher & candidate?		
3	File dividers for each section?		
4	Correct number of tasks in each section (4 + 2 + 3 + 2 = 11)?		
5	Tasks filed in order of cover sheet?		
6	Requirements (questions/essay titles/etc.) filed before each task?		
7	Candidate's work all dated?		
8	SBA file easy to read (margins/no pockets or clips to undo/etc.)?		

<b>CONTENTS : SECTION A (Controlled/Edited Pieces)</b>		<b>YES</b>	<b>NO</b>
9	At least one task based on literature from chosen second theme?		
10	At least one other task based on an authentic text (could be lit.)?		
11	All continuous prose pieces (no short questions & answers)?		
12	Tasks different from those in final external examinations?		
13	Different categories of writing (letters/responses to texts/etc.)?		
14	Controlled pieces : all 200-300 words?		
15	Edited pieces : all 250-350 words?		
16	Edited pieces : one Narrative & one Discursive?		
17	Edited pieces : draft (only one) plus final version submitted?		
18	Edited pieces : draft coded (not corrected), with initial symbol?		
19	Edited pieces : final version assessed in relation to draft?		

<b>CONTENTS : SECTION B (Tests)</b>		<b>YES</b>	<b>NO</b>
20	Tests reflect sections of final external examinations?		
21	Each test marked out of at least 20?		

<b>CONTENTS : SECTION C (Preliminary/Trials Examinations)</b>		<b>YES</b>	<b>NO</b>
22	Examinations set according to IEB (NSC) criteria?		
23	Both Paper 1 & Paper 2 included?		

<b>ASSESSMENT (GENERAL)</b>		<b>YES</b>	<b>NO</b>
24	Level of questioning/expectation appropriate to 2 <sup>nd</sup> Add. Language?		
25	Assessment criteria clear & applied (e.g. rubrics/mark allocations)?		
26	Both ideas & expression taken into account?		
27	Assessment visible (corrections/comments/marks)?		
28	Marks still accurate after mathematical conversion (really A/B/etc.)?		
29	Evidence of internal moderation where more than one teacher?		
30	Level of assessment valid in relation to other centres? (high?/low?)		

**COMMENTS :** \_\_\_\_\_  
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**Name of Moderator :** \_\_\_\_\_

**Signature of Moderator :** \_\_\_\_\_ **Date :** \_\_\_\_\_



**SECOND ADDITIONAL LANGUAGE: GRADE 12 SBA FILES**  
**NATIONAL MODERATION CHECK LIST: EDUCATOR'S FILE**

**Examination Centre :** \_\_\_\_\_ **Name of School :** \_\_\_\_\_

**Province:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

*Comments on particular numbers may be made overleaf.*

<b>GENERAL ADMINISTRATION / PRESENTATION</b>		<b>YES</b>	<b>NO</b>
1	Contents page?		
2	File dividers for each section?		
3	Rank order list of all candidates (indicating different teachers)?		
4	IEB lists of candidates for moderation (cluster/final)?		
5	Correct learner files presented for moderation?		
6	List of literature (& other material) used for chosen second theme?		

<b>TASKS (GENERAL)</b>		<b>YES</b>	<b>NO</b>
7	Correct number of tasks set for each section (minimum 4/2/3/2=11)?		
8	Copies of all tasks set in each section?		
9	Copies of all stimulus materials / authentic texts used for tasks?		
10	Requirements for all tasks clear?		
11	A variety of tasks covering NSC requirements?		

<b>ASSESSMENT (GENERAL)</b>		<b>YES</b>	<b>NO</b>
12	Assessment criteria for all tasks clear & varied?		
13	Copies of rubrics/marketing memoranda/etc. for each task?		
14	Both ideas & expression taken into account in criteria?		
15	Evidence of internal moderation where more than one teacher?*		
16	Level of assessment valid in relation to other centres? (high?/low?)*		
17	Full range of marks used (as appropriate)?*		

*\*To be completed after moderating learner files*

