

Oral component

GENERAL COMMENTS

The oral component of the examination in the Revised VCE Greek study is designed mainly to assess the students' knowledge and skill in using spoken Greek in linguistically and culturally appropriate ways. This was the first year of this new design, which consisted of two sections (Section 1: Conversation – approximately seven minutes and Section 2: Discussion – approximately eight minutes). Although, the format of the 'Oral' had changed, most students handled the two parts well and were familiar with its structure. Teachers had prepared the students very well in terms of the sub-topics of conversation, the detailed study and discussion.

SPECIFIC INFORMATION

Part 1 – Conversation (approximately 7 minutes)

The students covered a range of general conversation about the personal world, for example school and home life, family and friends, interests and aspirations. Most performed very well in this part of the task and had no difficulty discussing topics of a personal nature.

Student interaction with the assessors in Section 1 was very good. Overall, the students' vocabulary was suitable and relevant. However, students still made some basic grammatical, and syntactical errors; for example, gender and case: *ο μίσος, έχω τούρκοι φίλοι, τους άνθρωποι στην Παρθενώνα, στην πυραμίδες, του ανατολικού Μεσογείου, έχω ένας φίλος, τα ελληνικά παιδιά, καλό ζωή.*

Some students used English words and phrases while talking in the target language, for example *Πήγαμε στο beach, πάω στο city, Yeh, No, sorry, television*. Active voice and verb tenses and the use of the active and passive voice also created difficulties. Some common mistakes were: *να παντρέψω* instead of *να παντρευτώ, έχω παίζω, τους βοηθίζουν.*

Part 2 - Discussion (approximately 8 minutes)

Following the Conversation, students were asked to indicate the sub-topic chosen for their detailed study and, in no more than 1 minute, briefly introduce the main focus of their sub-topic, alerting the assessors to any objects brought to support the discussion. The focus of the discussion was to explore aspects of the language and culture of Greek-speaking communities. This part was totally different to previous years' Report and discussion; however, most students were well aware of the new structure and responded to the task very positively.

Overall, students were able to convey information relevant to their sub-topic. Some students made very good use of objects to support their discussion, for example photographs, diagrams and maps. There was a variety of sub-topics chosen:

- Friendship in Greek cultural contexts
- Greek migration
- Drugs and youth attitudes in the Greek-Australian community/in Greece
- The Elgin Marbles of the Parthenon
- Gambling in the Greek-Australian community
- The political situation in Cyprus
- Popular Greek songs (*Rembetiko*).

Some sub-topics were very successful and others less so. Successful sub-topics were those that invited discussion, and successful students were those who were able to express ideas, present opinions and interact as naturally as possible in a discussion, including taking the initiative to develop the interaction with the assessors.

Choice of a sub-topic for the detailed study is very important. Teachers need to make sure that the sub-topic chosen for study is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response in the discussion. Scientific and/or specialised language should be avoided especially by students who cannot handle it well. Teachers should make sure that there are plenty of resources (reading, oral and visual resources) to accommodate a range of students. This will allow students to discuss their sub-topic in some depth as well as express opinions and ideas on the topic.

Written component

GENERAL COMMENTS

The written component of the examination consists of three sections: Listening and responding, Reading and responding and Writing in Greek. Students are expected to demonstrate understanding of general and specific information from spoken (Section 1) and written (Section 2) texts. In Part A of Sections 1 and 2 students have to respond using the English language and in Part B they have to respond using the Greek language. In Section 3, students are required to write one response (200–250 words) involving presentation of ideas, information and/or opinions in the Greek language. This year students had a choice of four tasks (newspaper article, informal informative letter, script for a speech and an imaginary story).

Students were well prepared and had a very good understanding of the tasks involved. Most students achieved very good results and the standard of the Greek language used was high.

There was a very small number of students who answered questions in the wrong language which resulted in no marks being allocated for that part. Students need to follow instructions carefully and be familiar with the language that they need to use in each part of the examination. A few students answered some questions from their personal experience, adding to or ignoring instruction in Sections 1 and 2.

Several students answered questions in the note-taking spaces instead of using the answer section. Students need to follow instructions very carefully in order to avoid careless errors.

In Section 3 (Writing in Greek) some students were not very well prepared in writing in the appropriate conventions required by the text type. Although the standard of their Greek language was high, they were not able to gain full points because they did not meet conventions relating to the text type.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A

Question 1 (Average mark 2.6/Available marks 3)

List three reasons why Greece is the number one tourist destination in Europe.

- blue skies
- clean beaches
- bright mediterranean sun
- ancient monuments
- Greek hospitality/friendly people/friendliness of people

Question 2 (0.73/1)

Approximately how many people are employed in the tourist industry today in Greece?

Approximately 800 thousand people, or 8 hundred thousand, 800 000 people

Question 3 (0.92/1)

Where would you expect to hear an announcement like this?

At the train station/train station/railway station

Question 4 (0.97/1)

What was the reason for the delay?

Mechanical reason/mechanical problem/problem with the engine

Question 5 (0.91/1)

What is the final departure time?

4.30 pm or 4.30 in the afternoon

Question 6 (2.32/3)

List three reasons mentioned in the advertisement why someone would want to buy this CD.

- because they like Greek music
- because they like Greek dancing and entertainment
- to have unforgettable parties
- competition/possibility to win a trip to Greek Islands

Question 7 (0.85/1)

Where was the lifeguard position advertised?

In the Greek newspaper

Question 8 (0.84/1)

Why did Bill call the swimming centre?

To get more information about the job advertised

Question 9 (0.87/1)

Who is eligible to apply for this job?

Males and females between the age of 18 and 21

Question 10 (4.86/6)

List six other requirements needed for this position.

- lifesaving diploma
- first aid diploma
- 1 year of experience as a lifeguard
- to like sports
- to be able to work as part of a team
- to have a good personality
- to be a responsible person
- good swimmers

Question 11 (0.91/1)

Which days of the week will the successful applicant be required to work?

Uncertain

Part B (10 marks)**Question 12**

- best players from Greece versus the best Greek Australian soccer team
- profits will go for a scholarship to the best junior soccer player

Question 13 to Question 15

- Giannis visited his parents' birthplace
- climate because the temperature was steady – above 35 degrees, not like Melbourne
- very hospitable Greek people – although his relatives had never met him before they welcomed him with a great deal of love

Section 2 – Reading and responding**Part A****Question 16 (1.68/2)**

State two reasons why young Greek people over the age of 18 prefer the Greek 'barakia' as entertainment.

- young Greek people have lots of fun
- dance more, especially Greek dances
- meet well known singers from Greece

Question 17 (0.78/1)

«Μία βόλτα στο δρόμο αυτό είναι κάτι το μαγικό» What does the author mean? Explain.

Chapel St. is the centre of entertainment for young people. It is the 'in thing' to do for young people, 'cool place' to be seen (any variation of the above).

Question 18 (1.8/2)

Name two things young Greek people under the age of eighteen do for entertainment.

- go for a walk
- go to cafeterias
- go to under-age disco
- go to the cinema

Question 19 (1.91/2)

Where was Mary born and where did her parents come from?

Mary was born in Kavala and her parents came from Crete or born in Kavala and her parents came from Crete

Question 20 (1.94/2)

List three things Mary remembers from her life in Kalamata.

- her house which was close to the beach
- her neighbourhood and neighbourhood kids
- her friends from school

Question 21 (1.51/2)

In one or two sentences describe Mary's feelings for Greece.

- feels great love for Greece
- has good memories from Greece/Feels nostalgia for Greece
- would love to revisit Greece

Question 22 (5.14/7)

List the things Mary saw on her first day in Melbourne.

Port Melbourne

- Greek migrants waiting for their relatives
- her uncle and his family
- Cousin Mary wearing black pants and white hat or spoke Greek with an English accent

Journey to her uncle's house

- wide clean roads
- houses with gardens

Uncle's house

- huge garden
- big swimming pool

Question 23 (1.49/2)

Explain how and when Mary's name changed.

Mary's name changed on her first day of school when her teacher asked her her name. The teacher shortened it from Marika to Mary.

Part B**Question 24 (10 marks)**

You have just received the above letter from your cousin Demetra, who lives in Greece. Write a letter to your cousin and respond to all her questions.

Μόλις έχεις πάρει το παραπάνω γράμμα από την ξαδέλφη σου τη Δήμητρα που μένει στην Ελλάδα. Γράψε της και εσύ ένα γράμμα και απάντησε σε όλες τις ερωτήσεις της.

Most students were able to complete this task fairly well. The fact that it was an informal letter with questions helped the students to respond to the sender appropriately. It was good to see students use the PS (post script). Some students did not observe the requirement of conveying the information accurately and appropriately (reply in an informal letter style: date and place of where the letter was written, appropriate greetings, paragraphs) and, therefore, lost marks. The following questions needed to be responded to:

Αλήθεια εσείς πήγατε στην εκκλησία

Τι κάνατε όταν γυρίσατε στο σπίτι

Πες μου εσείς νηστεύετε καθόλου εκεί στη Μελβούρνη

Περίγραψε μου τι κάνετε εσείς το Πάσχα στην Αυστραλία

Μήπως πήγες καμία εκδρομή

Είδες κανένα καλό έργο στο σινεμά

Έχεις δει το θείο Κώστα και σου έχει δώσει τις φωτογραφίες που σου έστειλα; Πες μου αν σου άρεσαν.

Section 3 – Writing in Greek**Respond to one task in 200–250 words in Greek. (15 marks)**

The four tasks offered students a variety of tasks and text-types. This approach maximised the students' options.

Overall, students' control of the language was satisfactory. Most students were able to use the target language to

respond to the tasks and communicate their ideas and opinions effectively. Students continued to make grammatical, syntactical and spelling errors. Some common mistakes were: *να επιστρέψει την Ελλάδα, πήγαμε εκκλησία κάθε βράδυ, είχα φάω, τα διακοπές μου δούλενα, κλείμα, κλύμα instead of κλίμα, εγώ έχω ξέρει, να τρέζο- (τρέχω), είχαμε ζώο – (φάγαμε αρνί), ανάψαμε τις καντήλια – (ανάψαμε τις λαμπάδες)*, incorrect use of gender and case in the use of nouns and adjectives, incorrect verb tenses, endings of nouns/adjectives/verbs.

Students need to be careful when translating from Greek to English. The correct choice of word (using the dictionary) is necessary. Students clearly needed more practice in how to deal with translation from one language to another.

Question 25

As the Year 12 student representative of your school you have been asked to write an article to be published in a Greek newspaper. In this article you will try to persuade young people of the importance of friendship in their lives today.

Students needed to cover key aspects of friendship in young people's lives, for example why is it so important for young people to have friends? (share thoughts, go out together, play sports, look out for each other, express opinions and ideas).

The text-type for this task was a newspaper article (header, place, content, author/fictional name, register, style, layout). Some students failed to complete this task using the conventions of this particular text-type. Overall, the accuracy and range of vocabulary used was satisfactory.

Question 26

You have received a letter from one of your friends who lives in Greece/Cyprus. He is thinking of coming to study at a university in Australia. He is asking for information about the education system, the cost of studying, lifestyle and cost of living. Write a letter to your friend responding to his requests.

Students who chose this task had to write an informal informative letter. They needed to provide information about the Australian education system, cost of studying, lifestyle, and cost of living in Australia. Some students concentrated on different courses offered by the various educational institutions and failed to answer all of the above questions. Most students successfully conveyed all information as requested. Many students failed to follow the conventions of the text-type (date, place where letter originated, salutations, signing off/fictional name). Overall, the accuracy and range of vocabulary used was good.

Question 27

The International day for the Environment is approaching. You have been asked by your Greek teacher to prepare a speech, presenting your personal views on the topic: 'How important is it to look after our environment today?'. You will be presenting this speech at a school assembly. Write the script of your speech.

Students who chose this task needed to cover aspects on the importance of protecting our environment today (Green House effect, Ozone layer) present views, ideas, reasons and solutions. Few students chose this task. Those who gave examples, tended to have a good command of the Greek language and a specialised vocabulary on the environment. Most students used the appropriate conventions of the text-type characteristics for a script (title/topic, structure of the speech and ideas, well organised and linked paragraphs, content/layout, register/style). Overall, the accuracy and range of vocabulary used was satisfactory.

Question 28

I woke up abruptly, had a look around me and realised that I was in an unfamiliar place. Suddenly I heard a strange noise. I turned around and saw ... Continue the story.

Students who chose this task needed to present a good breadth and depth of content of the imaginary story and action/reaction/explanation. They also had to present the story using the appropriate conventions of the text-type. (clear beginning, body and ending of the story, well-organised paragraphs, good links between paragraphs, register/style). Most students who chose this task did not present their imaginary story using appropriate structure and sequence. Some stories lacked imagination and included a lot of repetition, although the accuracy and range of vocabulary used was satisfactory.