



2012

Languages: Greek GA 3: Examination

Written component

GENERAL COMMENTS

In the 2012 examination, students once again displayed good comprehension skills and an ability to identify the required information from the listening and reading texts. The majority of students were familiar with the format of the examination, the different text types and the kinds of writing required. Most students were able to complete all sections of the examination, responding in the appropriate language for each section.

In contrast to students' good comprehension skills, their responses in Greek at times reflected a poor understanding of basic grammatical rules. In some instances students' responses were incomprehensible. Attention must be given to the teaching of grammar in order for students to improve their ability to write in Greek with accuracy and fluency. Students need to focus on language learning and ensure that they can use all grammatical structures and concepts that are indicated in the *VCE Greek Study Design*, pages 14–17. Some areas of concern this year were

- inability to distinguish between Greek and Roman scripts, which is unacceptable at VCE level (*Λουκάς* instead of *Λουκάς*, *ευχαριστώ* instead of *ευχαριστώ*, *Υαγιά* instead of *Γιαγιά*)
- inability to distinguish between certain letters of the Greek alphabet, such as *δ*, *θ*, *φ* and *β* (*βάντασμα* instead of *φάντασμα*, *έπαδες* instead of *έπαθε*, *αδελθός* instead of *αδελφός*)
- failure to demonstrate the existence of the double consonants *ξ* and *ψ* (*πσέματα* instead of *ψέματα*, *κύπνησα* instead of *ξύπνησα*, *ψωμί* instead of *ψωμί*)
- inability to distinguish between the letters *σ*, *ζ* and *ξ* (*ζύλο* instead of *ξύλο*, *σωή* instead of *ζωή*)
- failure to use accents – accents are not optional and failure to produce accents constitutes a spelling error
- lack of agreement between nouns and adjectives in gender, case and number (*του ελεύθερου νεράιδας* instead of *της ελεύθερης νεράιδας*, *της γεμάτους βαλίτσες μας* instead of *τις γεμάτες βαλίτσες μας*)
- poor use of the genitive case and, in some instances, failure to use the genitive case (*της Ύδρα* instead of *της Ύδρας* and *το άντρα* instead of *του άντρα*)
- inability to provide a verb in the past tense – few students were able to distinguish between the aorist (simple past) and the imperfect (continuous past)
- incorrect use of the middle/passive voice (*χρειάζει* instead of *χρειάζεται*, *φαίνει* instead of *φαίνεται*)
- use of anglicisms (*η καρία* instead of *η καριέρα*, *ο μπόσης* instead of *το αφεντικό*)
- poor use of the dictionary (confusion over the words *μνημεία* and *αναμνήσεις*, *άπλυτος* and *άπληστος*, *δυνατός* and *δυναμικός*, and their meanings in English).

Student responses must be coherent and legible in both Greek and English. Students are reminded that the amount of space given to answer a particular question is a good indication of the length of the anticipated response. Students should always check to see if the question requires them to present their answer in point form or in full sentences. The sections of the examination that require students to respond in Greek carry a mark for language and students are expected to write in full sentences in order to demonstrate linguistic accuracy and sequencing of ideas. Students should also avoid restating the entire question as this takes up valuable time and space. All answers must be based on the texts. This is clearly stated in the instructions for every section of the examination. Students should not provide information beyond the scope of the question and they should not include prior knowledge of the topic that is not included in the texts.

SPECIFIC INFORMATION

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides sample answers or an indication of what the answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1 – Listening and responding

Part A – Answer in English

Students generally performed well in this section. Familiarisation with the questions during the reading time and effective note-taking during the reading of the texts allowed students to extract the relevant information to successfully complete this task. Answers outside the designated space were not considered.

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Text 1

Question 1a.

All of

- to share all problems/secrets/joys/sorrows
- to be honest
- not to reveal secrets/not to betray.

Question 1b.

All of

- friendship plays an important role in our lives
- we need to choose our friends carefully
- time will test the friendship
- friendship requires a lot of work.

Text 2

Question 2a.

Island	Point of interest
Mykonos	picturesque alleys/swim in the blue water
Santorini	sunset/white houses
Rhodes	old town/valley of the butterflies
Crete	Knossos palace/historical cities

Question 2b.

Any four of

- the cost of the cruise is low
- the price is all inclusive
- there will be free time for shopping and relaxation
- the cruise is free for children under the age of 12
- the ship is luxurious.

Part B – Answer in Greek

This section assessed both students' comprehension and Greek writing skills. Ten marks were awarded for comprehension of the text, and five for conveying the information accurately and appropriately in Greek. Specific marks allocated to each question were not indicated in this section; however, students were guided by the number of points required by the question.

Most students this year demonstrated a good understanding of the content of the listening text. Students who performed well in this section responded in complete sentences and were able to communicate their ideas in their own words without copying directly from the listening text.

Some students did not fully respond to the requirements of Question 3b. There were two parts to the question. Students were required to indicate the differences between Lucas and Nicholas, and then justify these differences with evidence from the text. While most students were able to successfully indicate differences between the two characters, some did not provide the necessary evidence.

Text 3

Question 3a.

He was rewarded for helping/freeing the fairy.

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Question 3b.

Difference	Justification
Any four of <ul style="list-style-type: none">• Lucas was rich/Nicholas was poor.• Lucas was greedy/Nicholas was grateful.• Lucas was rude/Nicholas was polite.• Lucas was living alone/Nicholas was a family man.• Lucas was jealous.	Any four of <ul style="list-style-type: none">• Lucas had a grand house/Nicholas lived in a poor hut/Nicholas needed support from his brother.• Lucas grabbed the money and ran/Nicholas did not expect a reward.• Lucas was dismissive of fairies/Nicholas had a gentle (kind) manner.• Nicholas had a daughter.• Lucas wanted money from the fairies, like his brother.

Question 3c.

Good acts are rewarded or wrongdoings are punished.

Section 2 – Reading and responding

Part A – Answer in English

This section of the examination assessed students' capacity to understand and convey general and specific aspects of the reading texts. This year two short texts were given to students. Both texts related to the Greek migrant experience in Australia, allowing students to compare the two texts. Most students were able to successfully draw appropriate information from the texts. Students were also expected to deduce appropriate information, discuss the reliability of the information in the text and also comment on aspects of language.

Successful responses included distinct points from the texts and avoided repetition or restating of the same thing in different words. Some responses included information that was more suited to other questions. This demonstrated the need for students to read the questions carefully and to evaluate the appropriateness of their responses in fulfilling the requirements of the task.

Text 4

Question 4a.

Any five of

- migrated to Australia five years ago
- homesick
- working hard
- difficulties with language
- loneliness
- routine life
- happy/content living in Australia.

Question 4b.

She was unable to successfully communicate in English/make herself understood.

Text 5

Question 5a.

All of

- reference to a recent study
- the use of statistical evidence/figures
- reference to an academic.

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Question 5b.

All of

- increased migration of Greek professionals to Australia
- Greece needs these people to solve its crisis
- if the trend is not stopped, the brain drain will create new wounds/problems for Greece.

Question 5c.

	1950s (Text 4)	2012 (Text 5)
Reasons for leaving Greece	<ul style="list-style-type: none">• poverty/wars	<ul style="list-style-type: none">• economic crisis
Reasons for choosing Australia	<ul style="list-style-type: none">• job opportunities• children's education	Any two of <ul style="list-style-type: none">• Australia's stability• job opportunities• children's education

Question 5d.

Both of

- 2012 migrants are educated professionals/1950s migrants were labourers/factory workers
- 2012 migrants speak English/1950s migrants did not speak English.

Part B – Answer in Greek

The more capable students understood the purpose of the task and identified five different points without copying information from the given text. These students demonstrated their ability to process information and manipulate language to convey information accurately and effectively in Greek.

Students were required to answer in full sentences. This was clearly stated in the instructions for this section. Students were required to organise and link ideas in sentences and within a paragraph. Answers given in point form did not allow students to demonstrate their ability in the language and were not awarded full marks.

Some responses included information outside the text and beyond the scope of the task. In a number of responses, students provided their personal experiences and did not make any reference to the text. The instructions for this section clearly stated that all answers must be based on the text.

Question 6 provided a hypothetical scenario. The response required an understanding and correct use of conditional clauses in Greek. A number of students found this task linguistically challenging. This indicates a need for students to practise use of this construction.

Text 6

Question 6

All of

- experience being a member of another family
- learn many things about their way of life and their culture
- learn to speak the language fluently
- make many friends
- develop their personality.

Section 3 – Writing in Greek

In this section students were able to demonstrate their ability to write an original text in Greek. Students were given a choice of five topics, five kinds of writing and five text types. The choices comprised an imaginative story, an evaluative report, a persuasive speech, a personal letter and an informative article. Students were assessed according to the following criteria.

- relevance, breadth and depth
- appropriateness of structure and sequence
- accuracy, range and appropriateness of vocabulary and grammar



All five questions in this section of the examination were attempted by students. The personal letter (Question 10) and the imaginative story (Question 7) were the most popular choices. On the whole, students displayed good knowledge of the different characteristics of the text type and kind of writing they had chosen. Good responses did not digress from the topic and did not include pre-learned material that was unrelated to the task. Ideas were developed coherently and linked effectively.

When selecting a topic, students should choose one that is familiar to them and one that requires the kind of writing and text type that suits them best. There was a clear preference this year for the informal writing options; however, in preparation for the written examination, students should practise writing in a variety of styles and for different text types, including those that require a formal register, in order to maximise their choices.

Question 7

The imaginative story was the second most popular choice among students. Successful responses included a good description of the island-mansion setting, a well-developed plot inspired by the imaginary stay in the haunted mansion, character development and an explanation for the haunting. Both text type and kind of writing were handled well by the majority of students. Some students provided predictable plots that lacked creativity and originality. A poor range of vocabulary and understanding of language structures often contributed to a weaker storyline.

Question 8

In the report students were expected to evaluate online shopping. Many students were able to draw from their own experiences to identify and successfully discuss at least two advantages and two disadvantages. Some students also compared traditional shopping and its physical contact with the product to the virtual world of online shopping. The more capable students exhibited good writing skills, the appropriate formal register for the task and the appropriate conventions of the text type. Poorer responses listed a number of advantages and disadvantages, but did not provide any support for their proposed arguments.

Question 9

Students were asked to write the script for a speech that they were to deliver at a school assembly in order to persuade their fellow students to participate in and support a coming fundraising event. Successful responses included at least three convincing arguments that were well developed and supported. These responses also used good persuasive techniques and stressed the fact that all money raised would support students' education in developing countries. The responses were appropriate for the target audience and they displayed the conventions of the text type. A number of students highlighted how fortunate they were to be living in Australia, but made little reference to the educational needs of students in developing countries. Their responses resembled informative writing and lacked persuasive techniques.

Question 10

The personal letter was the most popular choice among students and was completed with varying degrees of success. Many students were able to plead with their grandparents not to sell their family home in Greece, giving a number of reasons (personal, emotional, cultural, practical) to support their request. Most students observed the conventions, content and style appropriate to an informal personal letter. The majority of students who attempted this question also demonstrated a good range of vocabulary and language appropriate to the purpose of the task.

Question 11

Few students attempted this question, but despite the degree of difficulty associated with the formal register of the task and the topic, the question was generally answered well. Most students who attempted this question adopted the required informative approach and were able to successfully identify and describe an environmental issue of concern and explain its effect on the environment. Many also suggested solutions to the issue or ways in which to minimise its effect. Some students included pre-learned material from other topics that were covered at school without processing and manipulating the content to suit the prescribed task.