



2013

Languages: Greek GA 3: Examination

Written component

GENERAL COMMENTS

In the 2013 examination, students once again displayed good comprehension skills and an ability to effectively identify the required information from the listening and reading texts. Most students were able to respond to all questions and to complete the examination within the prescribed time. The majority of students were familiar with the format of the examination, and the different text types and kinds of writing required. Students responded in the correct language, as indicated. Responses in the wrong language were not awarded any marks.

All answers provided by students needed to be based on the texts. This was clearly stated in the instructions for every section of the examination, apart from Section 3. Students should not provide information beyond the scope of the question and they should not include prior knowledge of the topic.

The text-based sections of the examination that required students to respond in Greek carried a mark for language. Students were expected to write in full sentences in order to demonstrate linguistic accuracy and sequencing of ideas in Greek. They were required to manipulate language authentically and creatively in order to produce their own response. Some students copied directly from the text without any modification and presented a number of unlinked points. Students must practise reorganising distinct points into well-linked sentences that form a cohesive paragraph(s).

Students are reminded that the amount of space given to answer a particular question is an indication of the length of the expected response. Responses that involve factual statements require less space than questions that involve explanations or descriptions. Responses should be concise. There is no need for students to restate the question in their answer.

Student responses must be coherent and legible in both Greek and English. Students should write their responses in pen. Pencil is often difficult to decipher. When consulting a bilingual dictionary, students need to exercise care. They must check the spelling of the word to ensure that they are accessing the correct meaning. When choosing a Greek word, students should consider all entries in order to determine the most appropriate word in the context of their sentence. Teachers should check that students are using standard Greek (*Δημοτική*) dictionaries as a number of students this year produced archaic forms of words (*Καθαρεύουσα*) in their writing.

This year's examination produced some outstanding responses in Greek; however, a number of students demonstrated limited vocabulary and a poor understanding of basic grammatical rules. Many mistakes were due to careless errors and highlighted the need for students to designate time to proofread their responses prior to the end of the examination.

Attention must be given to the study of grammar in order to improve students' ability to write in Greek with accuracy and fluency. Students need to focus on language learning, and ensure that they have covered all grammatical structures and concepts indicated in the *VCAA Greek Study Design*, pages 14–17. Some areas of concern this year were

- inability to distinguish between the Greek and Latin scripts, which is unacceptable at VCE level (*Παναγία* instead of *Παναγία*, *Ρόντος* instead of *Πόντος*, *νίζα* instead of *βίζα*, *δύσκολο* instead of *δύσκολο*)
- inability to distinguish between certain letters of the Greek alphabet, such as *δ*, *θ*, *φ* and *β* (*βάβασα* instead of *διάβασα*, *φιλενάθεσ* instead of *φιλενάδες*, *φέλει* instead of *θέλει*)
- failure to demonstrate the existence of the double consonants *ξ* and *ψ* (*πσηλός* instead of *ψηλός*, *κλάπω* instead of *κλάψω*, *κσύπνησα* instead of *ξύπνησα*)
- 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 (*αγαπητός ημερολόγιο* instead of *αγαπητό ημερολόγιο*, *το μεγάλο ποικιλία* instead of *η μεγάλη ποικιλία*, *αυτή η άνθρωποι* instead of *αυτοί οι άνθρωποι*, *ένα καφετέριο* instead of *μία καφετερία*)
- poor use of the genitive case and, in some instances, failure to use the genitive case
- 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 (*αισθάνουν* instead of *αισθάνονται*, *μάχουν* instead of *μάχονται*)
- use of anglicisms (*το τελεβίζιο* instead of *η τηλεόραση*, *το κάρο* instead of *το αυτοκίνητο*).



SPECIFIC INFORMATION

This report provides sample answers or an indication of what 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

Overall, students demonstrated a good understanding of the information provided in the listening texts. Students who performed well in this section provided answers that were accurate, concise and based on the texts provided.

Students should take the time to familiarise themselves with the questions in order to determine the information they will be required to extract from the listening texts. The pause between the readings of the texts should be used to consult the dictionary to determine the meaning of key words only. Effective use of the note-taking space on the paper is also helpful.

Text 1

Question 1a.

- Marina works three days a week
- She studies on weekdays when she is not working.
- She studies on weekends.

Question 1b.

- Marina needs a lot of money to travel.
- Her parents can help only up to a point.

Question 1c.

Two of

- George is amazed at how Marina manages school and work
- he does not think he could do all that she does
- he says he would travel with her if he could.

Question 1d.

George had not looked for a job himself/Marina gave him the idea to find a job.

Text 2

Question 2a.

Both of

- to demonstrate/highlight the traditional roles of men and women in Greek culture by exchanging roles for a day
- to honour/show respect to married women and particularly older women.

Question 2b.

All of

- women perform male activities
- they put on traditional costumes
- they accompany the oldest woman to the town square and have a party for women only.

Question 2c.

Men get doused with water.

Question 2d.

Yiannis did not participate in the custom/He only watched from his grandmother's window.

Part B – Answer in Greek

This section assessed students on their comprehension of the listening text as well as their ability to answer questions in complete and accurate sentences in Greek. Specific marks allocated to each question were not indicated in this section. Students must remember that this part of the examination carries 10 marks for comprehension of the text, and five for appropriate and accurate language.



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 Greek sentences in which their ideas were well linked. These students were able to communicate their ideas in their own words without copying directly from the listening text.

Text 3

Question 3a.

All of

- it is a Greek monastery in Pontos/Turkey today
- the Greeks abandoned the monastery when they were forced to leave Pontos (in World War I)
- it is a symbol for Pontian Greeks
- the monastery has reopened after many years
- it is now seen as a bridge of peace between Greece and Turkey.

Question 3b.

Five of

- she is Pontian/Panagia Sumela is of great cultural significance to her
- she is moved because Panagia Sumela has reopened after many years
- she yearns for her homeland
- her dream of returning will come true/it is her last chance to visit Panagia Sumela
- her grandson wants to accompany her
- she is moved by the respect shown to Pontian culture.

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 shorter texts were set for students. Both texts related to the creation/conservation of natural environments in different settings and the protection of wildlife.

Students were required to source the answers from different parts of the text. Most students were able to successfully do so. It should not be assumed that the order of the questions in the examination reflects the order of the information contained in the texts. Sometimes the obvious response was overlooked by students. For example, many students did not state that the marine park was created around Alonnisos in order to protect the largest surviving seal colony (Question 4a.).

Text 4

Question 4a.

All of

- to protect the largest surviving seal colony of the Mediterranean Sea
- the geographic isolation of the island
- the small human population of the island.

Question 4b.

Habitat destruction due to (two of)

- increased tourism
- holiday houses
- roads
- ports

Less food due to (both of)

- excessive fishing
- sea pollution.

Students were required to include two points relating to habitat destruction and two points relating to less food in order to gain the full four marks.

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Question 4c.

All of

- the fishermen originally considered the seals their enemy as the seals competed for fish/destroyed their nets
- the islanders now understand that their future is linked to the survival of the seal
- the islanders will profit from visitors/ecotourism.

Text 5

Question 5a.

Six of

- it provides an extended pedestrian walk
- it connects parks/gardens/squares
- it creates a continuous green zone in the heart of the city
- it provides relief from the stresses of modern life/cement/transport chaos
- it returns wildlife/owls to the city
- it joins important archaeological sites
- it creates an open-air museum.

Question 5b.

Four of

- both the marine park and pedestrian walk involve the creation/conservation of natural environments
- they protect wildlife
- they provide places of recreation/relaxation
- they provide access to archaeological/historical sites
- they attract visitors.

Part B – Answer in Greek

In this part of the examination, students were assessed on their capacity to understand general and specific aspects of the text and on their capacity to convey the required information accurately and appropriately.

Students were presented with a review of a restaurant and they were required to identify aspects of the restaurant that needed to improve in order for the restaurant to be granted a five-star rating. Students needed to use the cues in the text and, by manipulating language, make the appropriate recommendations. Most students understood the purpose of the question and clearly identified five different areas for improvement. Many were able to convey the information accurately and effectively in Greek without copying information directly from the text.

Students were required to answer in full sentences and produce a coherent and cohesive paragraph in Greek. In good responses, ideas were accurately expressed and well linked in sentences within the paragraph. Answers given in point form did not allow students to demonstrate their ability to manipulate language authentically and were not awarded full marks.

Some responses included information that was not in the text and beyond the scope of the question. In a number of responses, students provided their personal opinions on good restaurant management and made little reference to the text. The instructions for this section clearly stated that all answers must be based on the text.

Text 6

Question 6

Five of

- make portions larger
- provide a greater variety of dishes
- improve serving time
- train waiters to be more polite
- train waiters to be more willing to explain dishes/recommend wines
- set reasonable prices.



Section 3 – Writing in Greek

In this section of the examination, students were presented with a choice of five topics, five kinds of writing and five text types. The choices this year included a personal journal entry, an evaluative speech, an imaginative story, a persuasive informal letter and an informative report. Students were assessed according to the following criteria.

- relevance, breadth and depth of content
- 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 journal entry (Question 7) and the persuasive informal letter (Question 10) were the most popular choices. On the whole, students displayed good knowledge of the different characteristics of the text type and style of writing in which they chose to write.

Students who performed well in this section incorporated wide-ranging and in-depth relevant information. They did not digress from the topic and did not include pre-learned material that was unrelated to the topic. Their ideas were well-sequenced and logically integrated into sentences and paragraphs that linked cohesively. They were also skilled in manipulating language, using a wide range of vocabulary and complex structures with a high degree of accuracy, appropriate to the context of the task.

When selecting a topic, students should choose one that is familiar to them, and that requires the kind of writing and text type that suits them best. Again, there was a clear preference this year for the informal writing options. However, in preparation for the written examination, students should practise writing a variety of text types and in a variety of styles, including those requiring a formal register, in order to widen their options.

Question 7

This question, where students were required to write a personal diary entry, was the most popular choice and was completed with varying degrees of success. Students were expected to describe the changes they had noticed in their friend after a long period of separation. The question required students to address changes in both appearance and attitude.

Many students commented only on appearance and dress sense but did not discuss any changes in attitude or character. In the more successful responses, students were reflective and described how they felt about the changes in their friend and how these changes affected their friendship.

Question 8

In this question, students were required to evaluate the success of an event that they had recommended and they were asked to write the script for a speech that they were to deliver at a youth club meeting. They needed to identify and elaborate on two successful aspects of the event and explain how these contributed to the success of the event. Students were also required to identify two areas that were not successful and explain why this was the case.

Some students merely listed a number of good and bad aspects without elaborating on their effect on the event. Students with good responses presented an objective and balanced evaluation of aspects of the event and made recommendations for future improvements. They displayed depth in their content, the appropriate formal register for the question and the appropriate conventions of the text type. Their responses were also appropriate for the designated audience (a youth club).

Question 9

In this question, students were expected to develop a plot/context/situation inspired by the discovery of an old newspaper clipping hidden among old books in their aunt's house.

A few students presented highly original and imaginative pieces. These students created the desired atmosphere and conveyed the required emotions, and often included an interesting and unexpected twist at the end. A number of responses, however, lacked originality and did not create a strong sense of context. These responses had poor descriptions of characters/settings/emotions and weak plots.

Some students included irrelevant memorised material in their imaginative stories. This material was often taken from their Detailed Study and was unsuccessfully incorporated into the task. Students should be advised against using irrelevant memorised material in their response to Section 3. A few responses had nothing to do with the prescribed

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topic and made no reference to the discovery of the newspaper clipping. There were a few cases in which students responded to this question with a personal journal entry; such mistakes should also be avoided.

Question 10

The persuasive informal letter was the second most-popular choice among students. Students were required to persuade their cousin to go camping with them instead of attending the family celebration for the New Year.

Most students were able to provide convincing arguments to achieve their desired outcome. They explained why they did not like past family celebrations and they successfully argued for camping as a more enjoyable alternative. Most students observed the conventions, content and style appropriate to an informal letter. The majority of students who attempted this question also demonstrated a good range of vocabulary and language appropriate to the purpose of the question.

Question 11

In this question, students were expected to inform their fellow students about the growing gap between the rich and the poor.

Few students attempted this question. Despite the degree of difficulty associated with the formal register of the question and the topic, the students who did select this question generally answered it well. Most students adopted the required informative approach and were able to convey information clearly and comprehensively to the reader. They discussed the gap between the rich and the poor and its consequences in society, and they also suggested ways in which this social problem may be overcome.