2022 VCE Greek oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections: a conversation of approximately seven minutes and a discussion of approximately eight minutes.

In both sections, students were assessed in:

* content and communication (relevance, depth and range of information, ideas and opinions; capacity to elaborate and reflect on information, ideas and opinions; capacity to interact with assessors; and effective communication)
* language (appropriateness of vocabulary, grammar and sentence structures; and clarity of expression, including pronunciation, intonation, stress and tempo).

Overall, students were prepared for both sections of the oral examination, although some students appeared better prepared for the conversation than the discussion. Students demonstrated a sound level of understanding and an ability to communicate with assessors effectively and confidently. Most students were able to address the assessment criteria to various degrees in their exchange with assessors.

Students need to remember that in both sections of the examination there are no prescribed questions and that they could be asked questions of varying levels of difficulty. They need to listen carefully and respond to the specific questions being asked, otherwise they may run into difficulties when they try to respond with rote-learned responses.

Students need to expand their knowledge of the vocabulary used in daily situations and the vocabulary required for their chosen subtopic. They also need to master grammar and sentence structures to have a successful exchange with assessors in both sections of the examination.

Specific information

Section 1 – Conversation

This section was a general conversation between the student and the assessors about the student’s personal world and their interactions with the Greeklanguageand culture as learners. Students were able to support their personal reflections by referring to any of the relevant subtopics studied in class from the prescribed theme ‘The individual’ and the prescribed theme ‘The Greek-speaking communities’.

Students who engaged in higher-scoring conversations:

* demonstrated an excellent level of understanding by responding readily and communicating confidently; carried the conversation forward with spontaneity
* provided an excellent range of information, ideas and opinions clearly and logically with highly relevant responses
* clarified, elaborated on and defended information, ideas and opinions very effectively
* used sophisticated vocabulary and structures accurately and appropriately; used language naturally
* used excellent pronunciation, intonation, stress and tempo.

Most students were well prepared and able to converse effectively with assessors about their personal world, providing an excellent range of information and ideas. Some students, however, were not as well prepared with interesting and in-depth ideas and opinions about their interactions with the Greek language and culture as learners.

Content and communication

Overall, students engaged enthusiastically in the conversation and responded to questions effectively with detailed, interesting and relevant information, ideas and opinions. Most students were able to elaborate and reflect on the information they provided, making interesting comments that were logically developed. Some students not only maintained the conversation, but advanced it with confidence and spontaneity. When needed, most students had good repair strategies, which enabled the conversation to continue naturally. Some students, however, needed to have a more extensive vocabulary in order to be able to express meaning correctly.

Language

Students responded in a natural manner, using a very good range of grammatical structures and vocabulary. Most students spoke with clarity and had accurate intonation, stress and tempo. However, some students needed to take more care with the accent of words, word endings, the use of the correct article and the agreement between adjectives and nouns in order to avoid errors such as το φωτόγραφια instead of η φωτογραφία (the photo), *πρέπω να κάνω* instead of πρέπει να κάνω (I must do), *τις συγγενείς* instead of τους συγγενείς (the relatives), *τέσσερα ώρες* instead of τέσσερις ώρες (four hours), and *πολλές Έλληνες* instead of πολλοί Έλληνες (many Greeks).

Students should practise using words that they are likely to use in this section to avoid errors such as *το οικογένειά μου* instead of *η οικογένειά μου* (my family), *αυτή το επάγγελμα* instead of *αυτό το επάγγελμα* (this occupation), *στην ελεύθερο χρόνο* instead of *στον ελεύθερο χρόνο* (during free time), and *ψυχολογιστής* instead of *ψυχολόγος* (psychologist).

Section 2 – Discussion

Students discussed their chosen subtopic and their supporting visual material, which had to be related to either the prescribed theme ‘The Greek-speaking communities’ or the prescribed theme ‘The world around us’. The focus of the discussion was on exploring aspects of the subtopic, including information, opinions and ideas. Students were expected to respond to questions on their subtopic and supporting visual material.

Students who engaged in higher-scoring discussions:

* provided an excellent range and depth of information, ideas and opinions with an original perspective on the subtopic
* elaborated on complex information and defended ideas and opinions clearly and logically with highly relevant responses
* used their image skilfully to support the discussion on the subtopic
* communicated information, ideas and opinions confidently and carried the discussion forward with spontaneity.

A wide range of subtopics were used for the discussion with varying success. Students scored higher when they chose a subtopic that they were interested in and that suited their command of the Greek language. Some students presented a narrow discussion on their subtopic as they only focused on one aspect of the subtopic. For example, focusing only on the migration story of one grandparent for the subtopic ‘Migration’ is not sufficient to explore the subtopic in depth. Some students were not able to go beyond this to explore the contributions of migrants to Australia or the wider implications of migration. The subtopic must be explored so students develop the ability to substantiate opinions and ideas.

Students are reminded that the quality of the image is not being assessed; it is the quality of the discussion on the subtopic that is assessed. However, at times, when the image chosen was of one person or item it did not present enough complexity to enable students to use it to enrich the discussion on the subtopic. The image should support ideas raised in the discussion rather than being the starting point for the discussion.

This year some students started the discussion by saying ‘the topic that they studied for the detailed study was…’ and proceeded to make a one-minute introduction. It is important to note that this was the requirement of the old study design. There are [videos on the VCAA website](https://www.vcaa.vic.edu.au/news-and-events/professional-learning/VCE/Pages/LanguageSupportVideos.aspx) that support the use of the current study design

Content and communication

Students who chose subtopics that interested them and had sufficient depth were able to engage actively with assessors and elaborate on their responses with interesting information, ideas and opinions. These students were able to carry the discussion forward with ease in a confident and natural manner They chose an appropriate image, which assisted them to steer the conversation to the areas that they wanted to discuss and enabled them to skilfully highlight how the image related to the subtopic.

Some students were less prepared for the discussion and needed assistance from assessors to carry the discussion forward. They were only able to provide general comments and could not elaborate on or defend ideas. They appeared not to have studied their subtopic in depth by researching a variety of resources and could not elaborate on and discuss their opinions and ideas with complexity. They relied on memorised responses and tended to provide superficial answers. They were also only able to describe the image, rather than use the image to support the discussion on the subtopic.

Some students started the discussion with the image, using it as the main focus of the discussion. Students are reminded that the image is meant to support the discussion on the subtopic, and not be the main area of focus.

Language

Students who engaged in high-scoring discussions used a wide range of vocabulary and structures accurately and appropriately They had excellent pronunciation, stress and tempo. Students who presented a limited range of information, ideas and opinions used simple vocabulary and structures and at times made intrusive errors such as *με άλλες διάσημες Έλληνες* (with other famous Greeks), *μία μακρύ ταξίδι* (a long journey) and *ραντισμός* (sprinkling) instead of *ρατσισμός* (racism). Most students had satisfactory pronunciation, stress and tempo. All students were able to express meaning even when they made errors.

More information

Refer to the [VCE Greek study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/greek/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Greek.aspx) for full details on this study and how it is assessed.