

## Written component

### GENERAL COMMENTS

Most students responded well to the 2014 Greek examination and displayed familiarity with the format of the examination and the different types of writing required. They were able to respond to all questions and to complete the examination within the prescribed time. Students exhibited good comprehension skills and an ability to effectively identify the required information from the listening and reading texts. Nearly all students responded in the correct language, as indicated in each section.

Students should be reminded that the number of marks allocated to a question and the amount of answer space given is an indication of the length and depth of the expected response. Responses that involve factual statements require less space than questions that involve explanations or descriptions. Responses should be concise. Some students restated the question at the start of their answer to the detriment, at times, of noting all the points required or of allowing time to proofread work and correct errors.

Students need to exercise care when consulting a bilingual dictionary. 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.

Students should have paid particular attention to the text-based sections of the examination that required them to respond in Greek, as they carried a mark for language. In their response, they are expected to write in full sentences in order to demonstrate linguistic accuracy and sequencing of ideas in Greek, and they are required to manipulate language authentically and creatively. Students must practise reorganising distinct points into well-linked sentences that form a cohesive paragraph(s). Some students copied directly from the text, without any modification, and presented a number of unlinked points.

Students should note that all their answers must be based on the texts and they should not provide information beyond the scope of the question nor should they include prior knowledge of the topic, with the exception of answers in Section 3.

Overall, in contrast to the students' good comprehension skills, responses at times reflected a poor understanding of grammatical rules, which limited the 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 (*Βροστά* instead of *μπροστά*)
- inability to distinguish between certain letters of the Greek alphabet, such as *δ*, *θ*, *φ* and *β* (*εκθρομέζ* instead of *εκδρομέζ*)
- failure to demonstrate the existence of the double consonants *ζ* and *ψ* (*τρέκσω* instead of *τρέζω*)
- failure to use accents
- errors with the common verbs *με άρεσε*, *χρειάζομαι*, *προσπαθώ* and *πρέπει*, especially the active and passive
- lack of agreement between nouns and adjectives in gender, case and number (*ελληνικοί κινηματογράφο* instead of *ελληνικοί κινηματογράφοι*; *η διασκέδαση ήταν πολύ σημαντικό* instead of *η διασκέδαση ήταν πολύ σημαντική*)
- 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*)
- errors with homophones (*χάρος* instead of *χορός*)
- incorrect spelling of pronouns (*να των δω*)
- incorrect spelling of the past tense of *είμαι* (*είμωνα*, *είταν* instead of *ήμωνα*, *ήμουν*)
- starting sentences without an article (*Γιώργος ήταν γιατρός*)
- use of anglicisms (*φύσησε το καντίλη στην τούρτα* instead of *φύσηξε το κερύ στην τούρτα*) or following the English syntax (*κάτι που είμαι πολύ υπερήφανος*).

## **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**

Students performed well overall in this section, providing answers that were accurate, concise and based on the texts provided. Some students, however, needed to take greater care with their answers and be more specific; for example, in Question 1a. it was important to specifically state Greece/Kerkyra.

##### **Text 1**

##### **Question 1a.**

She saw cricket being played in Greece/Kerkyra.

##### **Question 1b.**

Two of:

- British officers/soldiers first played cricket on the island
- the locals learned the rules and cricket became their favourite sport
- Kerkyra remains the only part of Greece where cricket is played.

##### **Question 1c.**

All of:

- played by young and old
- played with passion on the island
- there are 13 cricket clubs
- local games
- annual cricket festival/international games.

##### **Text 2**

##### **Question 2**

Any seven of:

- product available in most supermarkets
- superb taste
- made according to a traditional (Greek/Macedonian) recipe
- made from fresh milk
- contains no preservatives
- is of high nutritional value
- is low in fats
- it comes in different fruit flavours
- it is refreshing
- is a meal for any time.

#### **Part B – Answer in Greek**

This section assessed students' comprehension of the spoken text and also on their ability to answer questions in complete and accurate sentences in Greek. Specific marks were allocated to each question for the correct responses, with ten marks in total and five marks for appropriate and accurate language.

Most students demonstrated a good understanding of the content of the listening text. Some students wasted time incorporating the question into their answers and not specifically answering the question. Question 3a. specifically asked students to name five ways that Greeks in Australia entertained themselves in the 1960s, not what they did, and Question 3b. asked students to explain the importance of entertainment in the life of Greek-Australians in the 1960s. Some students repeated the same points in both questions, even though the focus of each question was very different. Other students referred to the dictionary and chose the wrong words for their answer (for example, *νοστιμία* instead of *νοσταλγία*). Some students had problems with the past continuous tense (for example, *οι έλληνες πήγανε στον κινηματογράφο* instead of *οι έλληνες πηγαίνουν στον κινηματογράφο*).

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## Text 3

### Question 3a.

All of:

- held parties in houses of Greek migrants/friends and relatives
- went to Greek movie theatres
- visited Greek sweet shops
- attended Greek dances organised by community bodies
- attended Greek picnics/trips.

### Question 3b.

All of:

- entertainment brought the Greeks together/united the Greeks
- it allowed the Greeks to have a break from all the hard work
- it informed them of events in Greece
- it provided couples with opportunities to meet/marry
- it allowed Greeks to share their common nostalgia for Greece.

## 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. Once again this year, two shorter texts were set for students. Both texts related to lifestyles in two different places, on the island of Ikaria and Australia, and how a healthier lifestyle can prolong life. Students were required to source their answers from different parts of the texts. Many students were able to do so successfully.

Question 4a. required students to explain what is meant by a 'blue zone'. Some students misunderstood the word *όρο* (*ζωής*) in text 4 for *όρος*, meaning 'mountain', and gave the wrong answer for Question 5a. More care needed to be taken when accessing dictionaries.

Question 5b. was the least well answered in this part of the examination. Although the question asked students to refer to Text 4 and to list specifically what working Australians can learn from Andreas and Anastasia, who were quoted in Text 4, students answered generally; some even gave their own opinion.

More care needs to be taken to understand what the question is actually asking. Also a very small number of students answered this part in Greek. No marks were allocated in these cases.

## Text 4

### Question 4a.

An area in which people live beyond the average life expectancy of humans

### Question 4b.

Scientists are not in agreement about the Ikarian phenomenon.

They contribute it to different factors:

- genes
- climate
- diet
- lifestyle.

### Question 4c.

Any two of:

- both keep busy
- both live with/help family
- both consume healthy/natural foods.

## Text 5

### Question 5a.

Any five of:

- long working hours
- increase in work stress

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- limited time for relationships
- limited time to pursue personal interests
- increased consumption of fast foods
- limited opportunities to exercise/sitting down for long hours of work
- increase in illnesses.

## Question 5b.

All of:

- live a simple life, without demands
- drink wine moderately
- be surrounded by loved ones
- to feel needed by loved ones
- cook with fresh ingredients
- eat many vegetables/pulses
- cook with olive oil
- be active/involved/helping family.

## 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. Marks were allocated for identifying the correct points and separate marks were awarded for language.

Students were presented with a diary entry and they were required to explain what the daughter needed to do to please her mother. Students needed to use the cues in the text and manipulate language to answer in full sentences and produce a coherent and cohesive paragraph in Greek that included five points from the text. 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.

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.

## Text 6

### Question 6a.

Students answers needed to write a paragraph including five of the following points:

- she needs to tell her mother where she will be when going out
- she needs to talk to her mother and listen to her advice
- she should not go out so often
- she needs to do her homework
- she needs to lower the volume when listening to music
- she needs to tidy up her room/put her clothes away
- she needs to spend time outside her room.

## Section 3 – Writing in Greek

In this section of the examination, students were asked to show their ability to write an original text of 200–300 words in Greek on one of five topics, which included five kinds of writing and five text types. The choices included a personal journal entry, a persuasive speech, an evaluative article, an imaginative story 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 imaginative story (Question 10) were the most popular choices. Most students displayed good knowledge of the different characteristics of the text type and style of writing in which they chose to write; however, some students who had high linguistic skills seemed not to be familiar with the text type and style at all. 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 within paragraphs and were linked effectively.

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Some students still need to learn to organise their ideas into coherently developed paragraphs. More consistency needs to be taken with tenses, as there was a tendency by some students to change from past tense to present tense and vice versa. This detracted a lot from the logical flow of the writing.

When selecting a topic, students should choose one that is familiar to them and requires the kind of writing and text type that suits them best or that has more familiar text type characteristics. 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 journal entry – was the most popular choice and was completed with varying degrees of success. Students were expected to describe their initial hesitation to attend the party and their nervousness on the night. It was expected that they would refer to and then describe the person who helped them to change their mood/feelings. Students could have discussed the relationship that may have developed between themselves and the person.

The majority of students demonstrated a good range of vocabulary and language appropriate to the purpose of the task. Most students observed the convention, content and style appropriate to an informal personal diary entry.

## Question 8

In this question students had to write the script of the speech that they were to deliver at the next school assembly in order to persuade their fellow students that climate change is either a fact or a myth. Students had to take a clear side and present a number of arguments to support their point of view.

Some of the student responses resembled informative writing and lacked persuasive techniques.

Some students were not familiar with the text type characteristics; for example, they did not include a salutation, acknowledge the audience, include an appropriate ending, etc.

## Question 9

In this question students were asked to write an article for the school magazine and evaluate the school's tournament. They were required 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. They could have suggested ways in which these may be improved so that they may be included in the future.

Poorer responses included only one aspect of the event and thus did not address the topic effectively.

## Question 10

The imaginative story was the second-most popular choice among students. In this question they were expected to develop a plot/context/situation that would reflect and link cohesively with the final line 'He/She will never do that again!' The content had to be appropriate and relate to an act/deed that would never be repeated, presumably because a lesson had been learned.

Many students who chose this topic were able to respond in a creative and effective manner.

## Question 11

Few students attempted this question, which required them to write a report for a travel magazine to inform readers of the benefits and hazards of travelling.

Some students were not familiar with the characteristic of this text type and did not include a title, a fictional author's name, formal language, etc.