

2016 VCE Greek written examination report

General comments

The majority of students responded well to all sections of the 2016 Greek written examination, demonstrating sound knowledge and understanding of the examination structure and the different types of writing required.

Most students provided responses for all sections of the examination. Students were able to understand both the spoken and written texts and respond accurately and appropriately to most questions within the prescribed time. Some students highlighted key words that they needed to respond to; however, more care needed to be taken to respond specifically to these key words, as at times students understood the oral or written text but placed a correct answer with the incorrect question. Students should also be aware that they should not give the same answer to two different questions, nor should they repeat points.

Students should not waste time rephrasing the question in their answer. The answer space provided and the marks allocated for the question should be used as a guide to the length of the response. Students should try to avoid repeating information.

Some students who did not take many notes in the note-taking space also did not answer the question fully, while others had the answers in the note-taking space, but not in the answer space.

The 2016 student responses indicated the need to focus on language and to ensure that students have knowledge of all aspects of grammar and structures as well as an extensive vocabulary. Some areas of concern were:

- failure to use accents or to use accents correctly (*επρεπέ, κάθαρο νερό*)
- failure to use the correct word (such as *ήταν καλή πείρα* instead of *εμπειρία*)
- failure to use the word *πολύ* correctly in all its forms (*πολύ μεγάλος, πολλή τροφή, πολλά πράγματα*, etc.)
- errors with common words (such as *ήνε* instead of *είναι*) and common verbs *με άρεσε, χρειάζομαι, προσπαθώ* and *πρέπει*, especially the active and passive (such as *χρειάζω* instead of *χρειάζομαι*).
- lack of agreement between nouns and adjectives in gender, case and number (*διαφορετικά χρήσεις, άλλα πολλές Έλληνες γυναίκες*)
- 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
- errors with homophones (*πως* instead of *πώς, που* instead of *πού*)
- use of anglicisms or English syntax (*καθόλου δεν μπορείς να βρείς*).

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 performed well in this section, providing answers that were accurate, concise and based on the texts provided.

Text 1

Question 1a.

- to advertise the Greek festival
- to provide information about the program

Question 1b.

Period of Greek cinema	Characteristics of the period of Greek cinema
Decade: 1960s/golden era of Greek cinema	Social content/happy endings
Decade: 1970s	Internal migration/problems encountered in the cities
Modern Greek cinema	Concerns about (modern) life

Students needed to read the question carefully as it required them to state 'periods of Greek cinema'. Some students included only a year (for example, 1960 or 1970), which is not a period.

Text 2

Question 2

Most students answered this question very well, but some students gave general answers instead of describing what happened to the characters in the text. Students also needed to specifically address the key words in the question. For example, while Question 2a. required them to state where hospitality can be found, Question 2b. required them to give the evidence, according to the text, that hospitality is still alive. Some students who understood the text well placed a correct answer in the answer space of another question.

Question 2a.

- opening one's home to strangers
- looking after one's guests as well as possible
- away from tourist centres/everywhere, but especially away from tourist centres

Question 2b.

- Sofia was invited into a stranger's house/to meet the family
- they made her feel like part of the family
- organised ample food/variety of food
- Sofia was given cheese pita when she left

Part B – Answer in Greek

Text 3

Question 3

Students should take care to study carefully the key words in the question so that they can gain full marks. Question 3a. was about ‘the challenges’ that Antonis faced, yet few students described the room he was living in. Also, ‘not receiving a letter from parents’ is not how Nora changed his life.

Question 3a.

Any six of:

- hard work/clearing the land
- teaching locals how to set up/cultivate vines
- living under crowded conditions
- language barriers/communication
- lack of Greek women (to marry)
- lack of extended family
- nostalgia/he misses his island.

Question 3b.

- He is no longer alone.
- He is now happy.
- He hopes to have children.
- He will become connected to the land of Australia/put roots down in Australia.

Section 2 – Reading and responding

Part A – Answer in English

Text 4

Question 4

Most students understood the texts well and responded well. A few students, however, answered in general terms what they thought a coach should do with his or her athletes. Again, students need to look carefully at the key words in the question, respond to them specifically and place their responses with the right question.

Question 4a.

Angeliki’s aspirations are:

- to break swimming records
- to win a gold medal (at the Olympics).

Question 4b.

According to the blog entries, the pressures on the athletes and the coach are:

- lack of time to devote to studies
- not going out with friends as much
- being away from home
- sacrificing family events/away from family
- enduring physical strain.

Question 4c.

A coach:

- can be like a friend/family
- understands the needs/feelings of the athlete
- provides appropriate training/works hard with the athlete
- believes in the athlete's ability.

Question 4d.

Angeiki and Akis have been inspired by athletes who have achieved greatness at European/Olympic competition level.

Question 4e.

For an athlete to succeed in their chosen sport they must:

- make sacrifices
- have talent
- have the willingness/desire to succeed
- have persistence/discipline/the right combination of persistence and discipline
- train daily
- exercise intensively
- have a suitable coach
- have a good training program/train the whole body
- have a love for the sport
- not seek personal glory/think of the whole team.

Part B – Answer in Greek

Text 5

Question 5a.

Masticha is a unique product because:

- it has a patent name
- it grows only on the island of Chios
- a unique traditional process is used
- it has a unique taste/fragrance
- it has a variety of uses.

Most students manipulated the text well, but a lot of students did not include the important point that the European Union made a decision that the name *masticha* is used exclusively for the gum of Chios, even though this was the first point in the passage and the question was about the uniqueness of this product. Students should not just copy the five points from the texts but reorganise information and manipulate language in their response in order to gain full marks for language.

Section 3 – Writing in Greek

In this section of the examination students could choose one of five questions, each requiring a different text type and a different kind of writing: a letter (personal), a script of a speech (informative), an article (persuasive), a story (imaginative) and a report (evaluative). 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 were attempted by students. The personal letter (Question 6) was the most popular choice.

Many students were able to write well-structured responses and display sound knowledge of the characteristics of the text type and style of writing that was required. Most students showed good preparation, and they developed ideas coherently within paragraphs, with sound ideas and appropriate grammar. Only a few students wrote responses that lacked depth.

Students should practise writing Greek, should be familiar with all text types and should understand the requirements of each style of writing so as to widen their options in this part of the examination.

Areas of weakness were accuracy, range, appropriateness and variety of vocabulary and grammar. The use of tenses was problematic; some students changed tenses within a paragraph, which detracted from the coherency of the piece.

Question 6

For this question students were required to write a personal letter to a friend in which they described a place that they particularly love. They were expected to identify a place that is special to them. They could have provided a physical description of their special space, described what feelings it evoked and explained why they are connected to it emotionally.

For this popular question most students observed the conventions, content and style appropriate to an informal letter. Some students simply described a place, but did not explain why it was special to them, while others described many places and thus their responses lacked depth.

Question 7

For this question students were asked to write the script of a speech that they will deliver at the next school assembly to inform the students about the benefits of participating in the Year 10 camp. Students were expected to recount their experiences and refer to the benefits of participating in the camp.

This question was answered well by those students who attempted it; however, in some cases, more elements of a speech could have been included, such as addressing the audience at the school assembly and showing an awareness of the audience throughout the speech.

Question 8

For this question students had to write an article for the local newspaper, in which they attempted to convince young people to participate in volunteer work. It was expected that students provide a number of convincing arguments to persuade young people to assist people in their area who are in need.

Students responded to this question with varying degrees of success. There were some excellent responses that had clear organisation and employed elements of persuasive language such as appeals and emotive language. Lower-scoring responses lacked depth, as they did not include sufficient arguments to convince people to participate in volunteer work.

Question 9

For this question students were required to write an imaginative story about an event that was well organised, but had an unexpected ending. This story was to be submitted to an annual writing competition organised by the Greek community. Students were expected to develop a plot/context/situation based on an event that was well organised but had an unexpected ending, perhaps due to a change of circumstances or unforeseen events or people.

Many students responded in a creative and effective manner; however, some students did not include an effective plot, characters and descriptions of setting, and their ending was not unexpected.

Question 10

For this question students needed to write a report for a magazine in which they evaluated the lives of teenagers. They were required to identify and elaborate on two examples that showed that the lives of teenagers have improved over the years and to identify and elaborate on two examples that showed that the lives of teenagers have worsened over the years.

Students responded to this question with varying degrees of success; at times responses lacked elaboration. Some students did not include two examples to show how the lives of teenagers improved and two examples to show how the lives of teenagers had worsened.