

2017 VCE Greek written examination report

General comments

In the 2017 VCE Greek written examination, most students responded well to all sections, demonstrating sound knowledge and understanding of the examination structure and the different types of writing required.

Students provided responses for all sections of the examination and exhibited good comprehension skills and an ability to identify most of the required information from the listening and reading texts; however, students should take more care and respond specifically to the key words in the questions, as at times students understood the oral or written text but placed the answer in response to the wrong question. Students should also ensure that they do not give the same answer to two different questions.

Some students wasted time rephrasing the question in their answer, perhaps at the expense of writing down all the points. They should be aware that the number of lines provided and the number of marks allocated for a question are usually a guide to the length of the response and the number of points or ideas required for the response. Students can use the space below the lines to complete their response, but assessors cannot take into account anything that students write in the note-taking space provided, as it is only for note-taking. Some students who did not take many notes in the note-taking space also did not answer the questions fully, while others had the answers in the note-taking space but not in the answer space.

Student responses indicated the need to focus further on language and to ensure that students have knowledge of all aspects of grammar as outlined in the study design, as well as an extensive vocabulary. Some areas of concern were:

- failure to use accents or to use accents correctly (*πόλλες ξένες γλωσσές, βρίσκω δουλεία*)
- failure to use the word *πολύ* correctly in all its forms (*πολλοί μέρη, πολύ άνθρωποι*)
- 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 (*τον θεία μου, το ώρα μου*)
- poor use of the genitive case and, in some instances, failure to use the genitive case
- confusing verb tenses (*θα μιλάμε την άλλη εβδομάδα, όταν τελιώσουμε θα καθαρίζουμε*)
- errors with homophones (*που* instead of *πού*)
- use of anglicisms or English syntax (*περίπου δύο χρόνια πριν*), or translating directing from English (*θα είναι ζέστη* instead of *θα κάνει ζέστη*)
- confusing some Greek letters, for example, *φ* and *β* (*διαφάσεις διαβάσεις*).

Specific information

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

Section 1 – Listening and responding

Part A – Answer in English

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

Text 1

Most students answered Question 1a. and Question 1b. correctly; however, for Question 1c., some students struggled to find all four things the grandfather does in his garden. Some students confused 'worms' with 'bugs'; other students included their own knowledge, such as 'the grandfather waters the garden' or 'the scarecrows prevent animals from eating the vegetables'. Students often did not make the distinction between 'insects' and 'animals'. In addition, some students wrote 'he used fat' for his vegetables, instead of 'he used fertiliser'. In Greek, *λίπασμα* is not *λίπος* (which means 'fat'). Students need to understand that there are many definitions for the same word in the dictionary. Practice in using a dictionary is advised.

It is important that students listen carefully to the text and use the information provided, not their own knowledge, when responding to questions.

Question 1a.

The grandfather's hobby is to look after his vegetable garden/to work in the garden.

Question 1b.

The grandfather benefits from his hobby because:

- he forgets his worries
- he eats healthy food/it provides him with food.

Question 1c

The grandfather achieves great results in his garden because he:

- does not use any pesticides/chemicals
- allows the worms to aerate/fertilise the soil
- plants flowers and herbs to keep the bugs away
- uses fertiliser.

Text 2

Most students understood the text well; however, they need to read the questions carefully and ensure that they address the question and key word in their response. The key word for Question 2a. was 'purpose'. Some students wrote that the purpose was for people of all ages to come to Athens, and omitted to say that the purpose was 'to participate in an event'.

In Question 2b. some students did not write the distance correctly (that is, 42 kilometres, 10 kilometres and 5 kilometres): some did not include the word 'kilometres', while others wrote 4200, 10 000 and 5000 without specifying the measurement. Similarly, some wrote only 'athletes' and omitted to say 'professional/experienced' athletes.

Most students were able to find two reasons for Question 2c., but many omitted the fact that they combine their visit to Athens with their participation in the event.

Question 2a.

The purpose of the event that is being organised is (any two of):

- to raise money

- to invite people to compete/participate in the event
- to celebrate the annual marathon/commemorate the marathon.

Question 2b.

Race	Distance	Participants
1	approximately 42 km/classic marathon run/distance from Marathon to Athens	mainly experienced/professional athletes
2	10 km	anyone over 12 years of age
3	5 km	anyone up to 12 years of age

Question 2c.

The second race attracts the most participants because:

- of the broad age group
- you do not have to be an experienced athlete to participate
- visitors can combine their visit to Athens with their participation in the event.

Part B – Answer in Greek

Most students understood the text and responded well, identifying most of the required points. A few students, however, wrote their answers in one sentence, using commas to separate the points without giving specific detail. Students should use linking words and write their answer in sentences, as this section includes marks for using the Greek language.

Some students referred to the character as *ο Ρήγα Φεραίου*, as it is mentioned in the question (*ποια είναι η προσφορά του Ρήγα Φεραίου*), instead of saying *Ο Ρήγας Φεραίος οργάνωσε και προετοίμασε ...*, while a few students referred to him as *δασκάλα* (female teacher). In general, students should be more specific in their answers.

Test 3

Question 3a.

Rigas Feraios's contribution to the Greek Revolution was:

- *οργάνωσε τους Έλληνες για την επανάσταση* (he organised/prepared the Greeks for the revolution)
- *έγραψε επαναστατικά φυλλάδια για να ξεσηκώσει τους Έλληνες* (he wrote revolutionary pamphlets to mobilise the Greeks)
- *έγραψε το Θούριο για να ξεσηκώσει τους Έλληνες* (he wrote the Thourios/revolutionary songs to mobilise the Greeks)
- *ενθάρρυνε μορφωμένους και πλούσιους Έλληνες να βοηθήσουν την επανάσταση* (he encouraged educated and wealthy Greeks from abroad to assist with the revolution)
- *ακόμη και ο θάνατός του εμπύχωσε τους σκλαβωμένους Έλληνες (να πολεμήσουν)* (even his death encouraged the enslaved Greeks [to fight]).

Question 3b.

The experiences in Rigas Feraios's life that enabled him to offer so much to the Greek Revolution were:

Any five of:

- *αγαπούσε τα γράμματα* (he loved learning)

- έγινε δάσκαλος (he became a teacher)
- έμαθε καλά ξένες γλώσσες στην Κωνσταντινούπολη (he learned foreign languages [in Constantinople])
- μελέτησε στη φημισμένη βιβλιοθήκη (Αθωνιάδα) στο Άγιο Όρος (he studied at famous library [Athoniada] at Agio Oros)
- ταξίδεψε σε πολλά μέρη (he travelled to many places)
- έκανε φίλους με σημαντικά πρόσωπα της εποχής (he befriended important people [of his time]).

Section 2 – Reading and responding

Part A – Answer in English

Text 4

Most students understood the text well and responded well. Some students needed to be more specific and include the descriptive word in their answers – for example, in Question 4a. ‘medieval’ walls, in Question 4b. ‘archaeological’ museum and houses ‘of nobles’, and in Question 4d. ‘traditional’ celebrations and ‘the liberation’ of Monemvasia.

Other students needed to address the key words in the question. For example, in Question 4c., the key word was ‘affected’ and students should not have simply described Monemvasia. In Question 4e., students needed to refer specifically to the connection of Monemvasia to ‘literature’. Some students included points that were not relevant to the word ‘literature’.

Some students also incorrectly translated the word έργα as ‘films’, not the works of Ritso. In Question 4d. many students stated that the reason people visit Monemvasia at Easter is to pay their respects to Ritso. Students should select the points carefully.

Question 4a.

The unique setting of the town of Monemvasia:

- is built on a cliff/rock
- is surrounded by sea/ocean/water
- is surrounded by medieval walls
- has a single entrance.

Question 4b.

Monemvasia attracts visitors who are interested in history because it has:

- medieval buildings
- houses of nobles/mansions
- archaeological/ancient museum
- Byzantine churches.

Question 4c.

When they first enter the town of Monemvasia, visitors are affected by:

- feeling magic
- feeling lost in time
- forgetting the daily routine.

Question 4d.

Event	Reasons for visiting
July 23	<ul style="list-style-type: none"> to celebrate the liberation of Monemvasia to see the fireworks to participate in traditional celebrations
Easter	<ul style="list-style-type: none"> vowed/promised to attend celebrate Easter at the central church see the beauty of nature in spring

Question 4e.

Monemvasia's connection to literature is:

- Yiannis Ritsos was born in Monemvasia
- Ritsos wrote many of his works there
- Shakespeare mentions the 'Malvasia' wine in his works.

Part B – Answer in Greek**Text 5**

Most students manipulated the text well, but some students included points that were not in the passage, for example, 'you can change the colour of the writing with ebooks'. The question specifically required students to refer to the disadvantages of printed books compared to ebooks and to process the information presented in the passage, which was on printed books. Some students wrote *Τα ηλεκτρονικά βιβλία είναι φτηνά ...* and continued to copy from the passage without processing it. Others wrote down the disadvantages of printed books and then repeated the points as advantages for ebooks.

Question 5

Τα ηλεκτρονικά βιβλία δεν έχουν τα μειονεκτήματα των έντυπων βιβλίων γιατί: (Ebooks do not have the disadvantages of printed books because ebooks:)

Any five of:

- είναι φθηνότερα* (are cheaper)
- δεν είναι βαριά/ δεν παίρνουν πολύ χώρο* (are not heavy/do not take up space)
- είναι άμεσα διαθέσιμα όταν τα αγοράσεις* (are immediately accessible to when purchased)
- αφήνουν τον αναγνώστη να προσαρμόσει/επιλέξει το μέγεθος των γραμμάτων* (allow the reader to customise/change font size)
- μπορείς να κατεβάσεις πολλά από το διαδίκτυο και να τα πάρεις μαζί σου όταν ταξιδεύεις* (can be downloaded from the internet and taken with you when travelling).

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 journal entry (personal), an article (informative), a report (evaluative), a letter (persuasive) or a story (imaginative).

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.

Students attempted all five questions. The journal entry (Question 6) was the most popular, followed by the letter (Question 9).

In this section of the examination, the areas of weakness were paragraphing (either none or a new paragraph for every idea), use of tenses, grammar and vocabulary.

Question 6

For this question, students had to write a journal entry. They were required to identify a personal object that they had lost and had just found. They had to provide a description of the object and state where and how they found it. They needed to describe their reaction/feelings upon finding the object and recall childhood memories.

For this popular question, most students observed the conventions, content and style appropriate to a journal entry; however, some students referred to it as *αντζεντα* or *περιοδικό*, even though the word *ημερολόγιο* was in the question. Some students identified an object but used it in order to describe different places, while others described many different items and thus their responses lacked depth.

Question 7

For this question, students had to write an article for the school magazine to inform students about an original and fun program that they had designed for an event that would occur at the end of the school year. They needed to provide a number of original ideas and explain the fun element.

Students responded to this question with varying degrees of success. At times responses lacked elaboration. Some students did not explain why the program was original and fun.

Question 8

For this question, students had to write a report to be published in the local paper about people using the internet more often to make purchases. They had to comment on the increase of online shopping and elaborate on at least two advantages and two disadvantages of online shopping for clothes.

Some students who responded to this question wrote it as an informative piece instead of an evaluative piece. They did not include evaluative language, such as impersonal expressions, use of the third person, and expressions such as 'on the one hand' and 'on the other hand'. In addition, some students did not present both sides of the issue.

Question 9

For this question, students had to write a letter to a relative who has a holiday house that they want to use as a venue for their birthday party and to persuade them, using a number of convincing arguments, to let them use the house for their celebration.

Most students answered this question well, as they were familiar with writing personal letters. However, some students chose an inappropriate location to celebrate their birthday as, for example Greece, and then continued to write about different places in Greece.

Question 10

For this question, students were expected to write an imaginative story for teenagers, inspired by the photograph provided and develop an appropriate plot/context/situation.

Some students who opted for the imaginative essay wrote it as an informative essay. Students should remember that an imaginative piece of writing should include orientation, development of

events, climax and often resolution. They should include writing techniques that develop suspense and make their writing interesting.