

2019 VCE Greek written examination report

General comments

The majority of students responded well to all sections of the 2019 VCE Greek written examination, demonstrating sound knowledge and understanding of the examination structure and the different types of writing required. Very few students responded in the wrong language; some students, however, included information in their responses that was not presented in the texts.

Most students were able to understand both the spoken and written texts and respond accurately and appropriately to most questions. The majority of students responded to all sections of the examination.

Students who scored highly displayed excellent comprehension skills and the ability to identify the required information in the aural and written texts and to provide detailed and correct responses.

It was noted that many students highlighted key words in the questions. However, students should ensure that they respond specifically to what the task requires as, at times, students understood the aural or written text but placed the answer with the wrong question or repeated the same points for two different questions. Some students also highlighted the correct answer in the written passage, or wrote the correct points from the listening passage in the note-taking space, but did not transfer them correctly to the answer space. Other students rephrased the question in their answer. Students should be aware that the number of lines provided and the number of marks allocated for a question can be used as a guide to the length of the required response. If students find the space insufficient, they can use the space below the lines to complete their response; however, anything written in the note-taking space cannot be assessed.

A skill that needs to be developed is time management, as some students appeared to have run out of time to adequately complete Section 3. Also, more practice is required using the dictionary well. Students need to find the appropriate meaning/word that relates to the context of the question. For example, in Question 4f., a few students wrote ‘...get the opportunity to discuss future facings with Greece...’ (using the word ‘facings’ instead of ‘investments’).

Student responses also 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 (*χωρια, λεφτα*) or to use accents correctly (*μητερά, αυτόκινητα*)
- failure to use the common words *πρέπει, χρειάζομαι, πολύ* correctly in all their forms (*πρέπειτε να πάει, χρειάζω χρήματα, πολλά άνθρωποι*)
- failure to spell common verb endings correctly (*σκεφτό, τρέχο, να οργανώση*)
- failure to use the correct word (such as *κρεμαστεί* instead of *γκρεμιστεί*)
- lack of agreement between nouns and adjectives in gender, case and number (*το κύριος τρόπος, το καλύτερο άνθρωπο, πολλούς οργανώσεις, η ψυχολογικό υγεία*)
- failure to use the correct article for a noun (*τους οικογένια, την γιαγιάδες, της λεφτά, η κριτικές*)
- reversal of letters (*δουλεύεις* instead of *δουλεύεις*)

- failure to use the correct verb tense (να μιλάει με το πανεπιστήμιο) instead of (να μιλήσει με το πανεπιστήμιο)
- errors with homophones (πως instead of πώς, που instead of πού)
- confusing some Greek letters, for example, ξ with χ (χέρω) and φ with β/θ (θαγητά) as well as πσ and κσ instead of ψ and ξ (γράφσεις, κσέρω)
- use of anglicisms/borrowing English sayings and translating them into Greek literally, which caused the meaning to be lost.

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

Overall, students performed well in this section, providing answers that were accurate, concise and based on the texts provided. In Question 1a. some students did not write that the male speaker was aware of the fact that Georgia likes to exercise, and in Question 1c. did not include 'to exercise in the exercise space in the park' or did not mention 'joining a team'. A few students who understood the listening text made careless errors such as writing 'gum' for 'gym' and 'heavy' equipment for 'dirty' equipment.

Text 1

Question 1a.

The male speaker contacted Georgia:

- to tell her that he is joining a gym/to ask her to join the gym with him
- because he knows that Georgia likes to exercise.

Question 1b.

Georgia refuses the male speaker's offer because:

- she does not like gyms/she prefers to exercise outdoors
- in the gym you have to pay a lot of money
- the machines are dirty
- you often have to wait in line for some machines.

Question 1c.

At the end of the conversation Georgia recommends to the male speaker:

- to exercise in the exercise space (the council) installed in the park
- to join a team, such as for running or walking.

Text 2

Most students understood the text and responded well. Question 2a. was answered well by most students. However, some students included the answer for Question 2b. in their answer for Question 2a. This meant that they did not have the correct answer when they attempted question

2b. For Question 2b. some students did not mention 'safety system' or 'specialised' people looking after the bus or that the bus was monitored 'electronically'.

Question 2a.

The city of Trikala benefited from the introduction of the driverless bus because of any five of the following:

- it does not produce fumes/is environmentally friendly
- it is economical to run
- it does not produce noise
- it serves the people well as it passes from the centre of the city
- it has increased tourism
- it has helped the city gain fame (in Greece and around the world).

Question 2b.

The measures taken to lessen any concerns regarding the driverless bus are:

- it has a security system that ensures it follows a specific route or stops the bus when there is danger
- specialised people monitor its journey electronically/people deal electronically with any issues that may arise.

Part B – Answer in Greek

Text 3

Overall students needed to take care with their responses in this section. At times students wrote half the answer for each point without realising that there was another half to complete the response. For example, for Question 3a.: *η κίνηση στους δρόμους των νησιών έχει αυξηθεί/έγινε αφόρητη με τα ενοικιαζόμενα αυτοκίνητα*. The point that 'the traffic on the roads has become unbearable **with the rented cars**' was not included in many responses. Question 3b. was done less successfully, as a number of students did not find all three points. Good note-taking is important in the listening parts of the examination.

Question 3a.

Το νησί έχει επηρεαστεί από το μαζικό τουρισμό (The island has been affected by mass tourism) because:

- *η παραδοσιακή αρχιτεκτονική σιγά-σιγά χάνεται/παραδοσιακά σπίτια γκρεμίζονται (και χτίζονται ξενοδοχεία στη θέση τους)* (traditional architecture is slowly disappearing/traditional houses are knocked down [and hotels are built in their place])
- *οι παλιές γειτονιές όπου μαζεύονταν οι άνθρωποι (και έλεγαν ιστορίες) δεν υπάρχουν πια* (the old neighbourhoods where people gathered [to tell stories] no longer exist)
- *οι κάτοικοι ασχολούνται (αποκλειστικά) με τον τουρισμό/έχουν αφήσει τα κτήματα και το ψάρεμα* (the locals are [entirely] involved in tourism/they have abandoned farming and fishing)
- *η κίνηση στους δρόμους έχει γίνει αφόρητη με τα ενοικιαζόμενα αυτοκίνητα* (traffic on the roads has become unbearable with the rented cars)
- *οι τουρίστες που έρχονται με τα κρουαζιερόπλοια δεν ξοδεύουν πολλά χρήματα στο νησί επειδή έρχονται για μερικές ώρες/ τρώνε και κοιμούνται στο πλοίο* (tourists who come on cruise ships do not spend a lot of money on the island as they come for a few hours/they eat and sleep on the ship)
- *το κόστος ζωής έχει αυξηθεί* (the cost of living has increased)

- *οι νέοι επηρεάζονται από τον τρόπο ζωής των τουριστών/οι νέοι έχουν απομακρυνθεί από τις παραδόσεις του νησιού* (young people are influenced by the lifestyle of the tourists/young people have distanced themselves from the traditions of the island).

Question 3b.

*Τα μέτρα που πρέπει να ληφθούν για να λυθούν τα προβλήματα που δημιουργούνται από το μαζικό τουρισμό είναι: Να συμπεριλάβεις **τρία** σημεία στην απάντησή σου.* (The measures that need to be taken to solve the issues that are caused by mass tourism are: include **three** points in your answer):

- *το κράτος πρέπει να ελέγχει τον τουρισμό/πρέπει να περιορίσει τα κρουαζιερόπλοια και τον αριθμό των τουριστών* (the government should exercise control on tourism/it should limit the cruise ships and the number of tourists)
- *το κράτος πρέπει να πάρει μέτρα ώστε να προσελκύσει τους τουρίστες να έρθουν στο νησί για ένα μεγαλύτερο χρονικό διάστημα* (the government should take measures to attract tourists to come to the island for a longer period of time)
- *το κράτος πρέπει να πάρει μέτρα ώστε να προσελκύσει τουρίστες που ενδιαφέρονται για την ιστορία/ τις παραδόσεις του νησιού/ να μοιραστούν τον τρόπο ζωής των ντόπιων* (the government should take measures to attract tourists who are interested in the island's history/traditions/share the lifestyle of the locals).

Section 2 – Reading and responding

Part A – Answer in English

Text 4

Generally, students understood most of the text and responded reasonably well. A few students translated straight from the passage and did not respond specifically to the question, while other students added their own information or repeated the same answer for two questions. 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. For example, the key word for Question 4a. was 'location', Question 4b. 'main purpose', Question 4d. 'culture', Question 4e. 'politics', etc. Responses that did not address these key words were incorrect. In Question 4f. many students did not include the point that the cooperation between Greece and other Asian countries was to be done 'via' India.

Question 4a.

The Thessaloniki International Fair benefits from its location because:

- it is situated in the centre of the city/it is central
- it occupies a large area
- it is situated near to Lefkos Pyrgos, which is a well-known/historical monument.

Question 4b.

The main purpose of the Thessaloniki International Fair is:

- to enable countries to exhibit/advertise their products
- to trade
- to develop friendships/co-operation with participating countries
- to support (the Greek) economy/support industry, agriculture and technology.

Question 4c.

The evidence from the text that the Thessaloniki International Fair has been successful in recent years is:

- there is an increase in number of participating companies
- there is an increase in number of visitors
- there is competition for exhibition space
- there is large visitor participation in lectures.

Question 4d.

The Thessaloniki International Fair promotes culture because:

- it holds a Greek Film Festival
- it holds a Greek Song Festival
- it holds an International Short Film Festival
- it has concerts of famous singers and musicians.

Question 4e.

The Thessaloniki International Fair plays the following role in Greek politics:

- Greek political leaders give interviews on matters that concern Greeks
- the Greek Prime Minister announces the government's (annual) program/plan.

Question 4f.

Greece hopes to gain from India's participation in the Thessaloniki International Fair:

- the prospect of future Indian investment opportunities in Greece
- the promotion of Greek products in India
- the prospect of co-operation between Greece and other (Asian) countries via India.

Part B – Answer in Greek

Text 5

Most students found the five points; although some students were not able to organise them in an original way or copied the points directly from the text. Some students omitted information from the text and added their own information. Other students wrote the wrong word, which had a totally different meaning: *αναβάλει τις σπουδές* meaning 'defer' the studies became *αναλάβει τις σπουδές* meaning 'to take up' studies, or *δουλειά* meaning 'work' became *δουλεία* meaning 'slavery'.

Question 5

Για να πείσει τη μητέρα του ότι είναι έτοιμος για το ταξίδι του ο γιος πρέπει (To convince his mother that he is ready for his trip the son must):

- *να ψάξει να δει αν μπορεί να αναβάλει τις σπουδές του* (investigate if he can defer his studies)
- *να δουλέψει για να μαζέψει χρήματα για το ταξίδι/ όταν ταξιδεύει θα βρίσκει δουλειά όταν χρειάζεται χρήματα* (work to save money for the trip/as he travels, he will find jobs when he needs money)
- *να έχει πιο πολλή αυτοπεποίθηση (δεν θα είναι ντροπαλός)* (become more confident [he will not be shy])
- *να μάθει να αντιμετωπίζει καινούργιες καταστάσεις* (learn to overcome new situations)
- *να μάθει να κάνει πράγματα δίχως τη βοήθεια των γονιών του* (learn to do things without the parent's help)
- *να μάθει να οργανώνει τα πράγματα μόνος του* (learn to organise things on his own).

Section 3 – Writing in Greek

In this section of the examination, students chose one of five questions, each requiring a different text type and a different kind of writing: an article (persuasive), a script for a speech (informative), a diary entry (personal), a report (evaluative) 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 with a reasonable spread. The least popular was the imaginative story (Question 10). It is important to practise writing extended responses in Greek in the specified time limit as some students did not complete their response with appropriate detail.

Question 6

Students were required to write an article for a magazine for teenagers to persuade its readers that a hero of their choice was worthy of receiving an award. They could give reasons why the hero deserves an award, specify the contributions they made to society, how they enriched themselves, etc.

Some students chose people such as a parent or grandparent and went on to explain why they deserve the award. While there were some very good responses, others lacked elaboration and were more informative rather than persuasive. Also, some responses did not clearly include the characteristics of an article.

Question 7

Students were required to write the script for a speech that they will deliver at the next school assembly, informing their fellow students of ways in which they could assist the homeless. They could explain what homelessness is, where it occurs, why people become homeless and recommend a number of ways they can assist the homeless. The writing needed to be structured clearly as a speech with an introduction, body, and conclusion.

Students who had the required command of the language scored highly, but other students were not able to organise their writing clearly as a speech or did not have the appropriate vocabulary.

Question 8

Students were required to write a diary entry about a book they read recently that impressed them immensely, explaining how it has changed their life. They could describe the book, its topic, the issues it raised and its messages, highlighting what makes the book special and memorable for them.

This question was answered well by most students as they chose a book on a topic that was familiar to them, so they had good command of the vocabulary.

Question 9

Students were required to write an evaluative report to be published in a local newspaper, giving two reasons why famous actors deserve to be paid large amounts of money and two reasons why they should not. In this text type, students should include evaluative language as impersonal expressions such as 'on one hand...', 'on the other hand...', etc.

This question was chosen by few students. Most responses lacked depth and writing was not always organised as a report through the use of structure, with a clear opening and a conclusion and with the correct register.

Question 10

Students were required to write an imaginative story for children, inspired by the painting provided on the examination. They could use elements from the painting to create an interesting and well-developed plot or use the painting as a springboard to create their own plot.

This question was chosen by few students. Some students wrote an informative essay and did not include elements of imaginative writing such as a creative plot, interesting characters, a description of the setting, heightened drama and a final resolution.