

# 2020 VCE Greek oral examination report

## General comments

2020 was the first year this study was delivered according to the newly accredited *VCE Greek Study Design 2020–2024* and examination specifications. It is important that students and teachers familiarise themselves with the [specifications for oral examinations](#), available on the VCE Greek examinations webpage of the VCAA website. Students and teachers are also reminded that a [series of videos](#) has been produced to help with preparation for the oral examinations; these are also available on the VCE Greek examinations webpage of the VCAA website.

Overall, students demonstrated a sound level of understanding and an ability to respond to and communicate with assessors effectively and confidently. Many controlled simple grammatical structures well; however, some students made some grammatical and syntactical errors in both sections of the examination.

Students should be familiar with the vocabulary used in daily situations and the vocabulary needed for their chosen subtopic. Common grammatical errors included:

- errors with common verbs (*χρειάζω κάτι, μου αρέσω, έχω φτιάχνω*)
- incorrect stress and pronunciation of words (*γιάτρος, η μητερά*)
- incorrect use of words (*μήπως* instead of *ίσως*, *Πυθαργός* instead of *Πυθαγόρας*)
- incorrect use of articles (*το δουλειά, τις ηλικία*)
- incorrect plural form of adjectives and nouns / lack of agreement between adjectives and nouns (*πολλές μετανάστες, η πράγμα αυτή ήταν δύσκολο*)
- incorrect verb tenses and verb endings (*έτρεχα* instead of *έτρεξα*)
- use of English words 'and', 'like' and anglicisms
- translating expressions from English (*πριν ήρθα στο λεωφορείο*).

It should be noted that during the oral examination:

- students may be asked a variety of questions of varying levels of difficulty. Questions may also be asked in a different order from the one students anticipate
- assessors may interrupt students to ask questions during either section of the examination; this should be regarded as a normal process in a discussion
- assessors may also repeat or rephrase questions
- normal variation in assessor body language is acceptable.

## Section 1 – Conversation

In general, students handled the requirements of Section 1 well. Most students were prepared and able to respond to and communicate with the assessors about their personal world, as well as their interactions with the Greek language and culture as learners. They talked about their involvement with Greek culture through activities such as festivals, dancing classes and playing Greek instruments. They were able to elaborate on their responses and give reasons for their ideas and opinions.

Students who scored highly were engaged in the conversation and communicated readily and confidently, providing highly relevant responses.

Students who did not score as highly limited their language use to simple vocabulary and sentence structures. They presented a limited range of information and did not elaborate on their ideas and opinions.

## Section 2 – Discussion

A wide variety of subtopics were used for Section 2. Students scored higher when the selection of subtopic enabled them to explore a range of related information, opinions and ideas.

Some students concentrated on the image, using it as the main focus of the discussion. Students should be aware that the focus of the discussion is the subtopic; the image is a support to the subtopic. Students should not merely describe the image but discuss it in way that links to their subtopic. High-scoring students were able to elaborate on the image and sometimes referred to the symbolic nature of certain elements in the image or discussed how the colour or the expressions of people depicted in the image conveyed meaning.