

2020 VCE Greek written 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 written examinations](#), available on the Greek examinations webpage of the VCAA website.

Students responded well to most sections of the 2020 VCE Greek written examination. Students who scored highly displayed very good comprehension skills and an ability to identify the required information from the aural, written and visual texts.

It is important that students take notes during both the listening and reading sections as this will assist them in providing accurate answers. Some students underlined the key words in the question and highlighted points in the written passages but did not include these points in their responses. Careful reading of the key words in the questions may also prevent students from repeating the same points for two different questions. Other students wrote the correct points in the note-taking space but did not transfer them to the answer space. No marks are awarded for writing in the note-taking space.

Students should practice using a dictionary not only during exam preparation but throughout the year to avoid using the wrong dictionary entries and misunderstanding the context of the language. For example, *διασχίσει* is not 'to tear', *ράφτιγκ* is not 'tailoring', and *κοινό* is not a synonym for 'κίνηση'.

Another skill that students need to develop throughout the year is time management, as some students appeared to have run out of time to complete Section 3 adequately.

More time should be devoted in class on the characteristics of text types and styles of writing, with focus on language (spelling, grammar, expression and vocabulary) to enhance students' writing. Common errors were:

- errors with verbs (*με θυμούσε* instead of *με θύμιζε*, *δεν φοβάω* instead of *δεν φοβήθηκα*) as well as problems with verb consistency within a sentence (*κόντεψα να πέφτω κάτω, είμαι εδώ να σου λέω να μη πάρεις αυτό το σπίτι, γυρνάω να πηγαίνω πίσω*)
- errors with the use of the passive voice of verbs (*να σκεπτώ* instead of *σκέφτομαι*, *χρειάζει* instead of *χρειάζομαι*)
- errors with the use of articles (*μια κλειδί, η μεγαλύτερο πρόβλημα, το γλώσσα, ένα καλύτερη ζωή, μια έξυπνο σπίτι, η κλίμα, ένα φωτογραφία*)
- confusing homophones (*πιο* with *ποιο*, *χώρος* with *χορός*, *χωριά* with *χώρο*, *εργάτρια* with *εργαστήρια*, *μηχανήματα* with *μηχανάκια*, *κάμερες* with *κάμαρες*)
- use of anglicisms (*το μαγικό μποξ, με τα σάλεις [sales], στο μπροστινό γυάρι*)
- making up Greek words, such as 'οργανίζουν', 'αγόριση' (αγορά)
- incorrect use of words (*για πολλούς τρόπους* instead of *για πολλούς λόγους*, *έχεις τα λόγια σου* instead of *έχεις τους λόγους σου*).

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

Part A – Listening and responding in English

Overall, students performed well in this section, providing answers that were accurate, concise and based on the text provided. A few students gave their own information on friendship. Most students responded to Questions 1a. and 1b. correctly. In Question 1c. some students did not indicate that the reunion would take place in a different location (not a different country or a different city) and that it would be organised by a different friend.

Text 1

Question 1a.

Yiannis is concerned that:

- after Year 12 they will go their own way / their life will change
- their friendship will disappear / they will lose each other.

Question 1b.

The evidence in the text that suggests that the friendship is strong is (any five of):

- they have shared happy and sad moments / they have been through many things together
- they have never said a bad word to each other
- they were honest to each other / they trusted each other
- they have been friends for a long time / they have known each other since Year 7
- they have always supported each other
- they have always considered their friendship very important.

Question 1c.

The criteria for the annual reunion are:

- the location for the reunion should be chosen by a different friend
- the reunion should be in a different location every year (in November)
- the reunion should offer new/unforgettable experiences.

Part B – Listening and responding in Greek

In this part of the examination students were assessed on their understanding of the listening text and their ability to accurately convey appropriate information from the text in Greek. The information presented in the response needed to be relevant to the question. Students were marked holistically according to the following criteria:

- the capacity to understand general and specific aspects of texts
- the capacity to convey information and opinions accurately and appropriately.

They were not awarded separate marks for content and language. Responses that included the relevant information and were expressed clearly in Greek were awarded full marks.

A few students found this part of the examination more challenging. In Question 2a. some students were not able to find the required three points in the stimulus text. The word 'μόνιμα' was omitted from many responses, and students were unable to make the distinction between 'εκθέματα' and 'εκθέσεις'; the word 'μνημεία' was used instead of 'αντικείμενα'. In Question 2b., the passage mentioned 'educational programs' and a 'summer holiday program', but not many students included both. Some students confused 'μουσική' with 'χορό' and wrote 'βραδιές με χορό'. Many students wrote that the museum had 'music' instead of 'it organised musical nights'. Few students mentioned 'εκθέσεις για ιστορία, αρχιτεκτονική και φιλοσοφία' as a point for Question 2b. Students are reminded that they should answer in complete sentences and not in dot points.

Text 2

Question 2a.

The exhibits in the Hellenic Museum in Melbourne are:

- *μόνιμα εκθέματα από τον αρχαίο ελληνικό πολιτισμό* (permanent exhibits from the ancient Greek civilisation)
- *αντικείμενα από το Μουσείο (Μπενάκη) της Αθήνας* (objects from the [Benaki] Museum of Athens)
- *διάφορες εκθέσεις για τον ελληνικό πολιτισμό/ελληνική ιστορία, αρχιτεκτονική και φιλοσοφία* (a variety of exhibitions about Greek civilisation/Greek history, architecture and philosophy).

Question 2b.

Other than the exhibits, the museum offers its visitors:

- *διαλέξεις με θέματα από τον ελληνικό πολιτισμό* (lectures on various topics related to Greek civilisation)
- *εκπαιδευτικά προγράμματα για παιδιά (που ενδιαφέρονται για την ελληνική ιστορία και μυθολογία)* (educational programs for children [interested in Greek history and mythology])
- *οργανώνει καλοκαιρινό πρόγραμμα διακοπών για παιδιά που συμπεριλαμβάνει εργαστήρια* (a summer holiday program for children, which includes workshops)
- *μουσικές βραδιές* (organises music nights)
- *κινηματογραφικές βραδιές* (organises film nights)
- *εστιατόριο όπου μπορεί κανείς να δοκιμάσει γεύσεις της ελληνικής κουζίνας* (a restaurant where one can try the flavours of Greek cuisine)
- *χώρο σε οργανώσεις για διάφορες εκδηλώσεις* (space for organisations to host various events).

Section 2

Part A – Reading, listening and responding in English

Overall, the majority of students responded well to Questions 3a. and 3b. However, some students did not read the questions carefully and wrote their responses with the wrong question. It is important to highlight the key words in the question and address them correctly in the response. To 'look at a bridge' or to 'admire plants' is not an activity for an adventurous person. In Question 3b. some students wrote 'monuments' instead of 'monasteries', although the word was in the text. It was noted that not many students underlined key words in the written passage, which may have been helpful to them.

In Question 3c. the key words were 'worthy of its 6-star rating'. Students were required to identify the specific features that gave the hotel a 6-star rating, such as a personal attendant, a personal driver, and a gym with a

personal trainer. Many students wrote that the hotel 'rooms are modern and luxurious' or 'the rooms have views of the beach'.

A significant number of students struggled with Question 3e. and were not able to describe the five differences. For example, traditional cuisine/dining at taverns and local restaurants (Reading Text 3A) versus international cuisine/dining in the hotel restaurants (Listening Text 3B). Some students added their own information that was not relevant because it was not based on the text.

Texts 3A and 3B

Question 3a.

An adventurous visitor to the Zagorohoria can participate in these specific activities:

- trekking through the gorges
- rafting/canoeing (in the river)
- rock climbing
- mountaineering/climbing steep mountain paths.

Question 3b.

A less adventurous visitor to the Zagorohoria can participate in these specific activities:

- going on nature walks (e.g. admiring rare plants and gigantic trees) / sightseeing (e.g. waterfalls, bridges)
- visiting historical museums
- visiting monasteries.

Question 3c.

The features that make the hotel worthy of its 6-star rating are:

- guests have a personal servant/butler/attendant
- guests have a personal driver/their own driver
- hotel has many/four swimming pools (including private pools)
- hotel has a gymnasium with a personal trainer (and a tennis court)
- hotel has three restaurants with well-known chefs (specialising in international cuisine).

Question 3d.

Text 3A

Text 3B

a person who enjoys beautiful vistas

a person who enjoys a varied landscape

a person who has all their needs catered for

Question 3e.

The five differences between the two holiday experiences are:

Holiday experience in reading Text 3A	Holiday experience in listening Text 3B
1. Location is on mountains / mountain holidays	1. Location is on an island / island holidays / near the beach
2. Traditional architecture (of accommodation)	2. Hotel is very modern
3. Many outdoor activities	3. Most facilities within the hotel facility and mainly indoor
4. No modern facilities	4. Modern facilities (e.g. gymnasium)
5. Traditional cuisine/dining at tavernas and local restaurants	5. International cuisine/dining at the hotel restaurants
6. Opportunity to observe local customs/culture	6. Lack of opportunity to experience local customs/culture

Part B – Reading and responding in Greek

Students were required to demonstrate an understanding of the stimulus text(s) and to address the requirements of the task by conveying the relevant information from the text(s) that was appropriate for the audience and the prescribed writing style and text type.

Student responses were assessed holistically according to the assessment criteria and the expected qualities published in the examination specifications on the VCAA website. The criteria for this section are:

- the capacity to understand general and specific aspects of texts
- the capacity to convey information and opinions accurately and appropriately.

Students were not awarded separate marks for content and language accuracy; however, language accuracy was an important expected quality that was considered in the assessment. A number of students provided lengthy responses beyond the scope of the task and some included additional information that was irrelevant.

Text 4

Students were required to write an email to persuade their uncle not to buy a smart home, based on the provided text. The question required the manipulation of language and the response had to be written in the second person. It was answered well by many students who set out the response as an email with the appropriate characteristics for the text type. A few students provided a response that demonstrated the characteristics of a letter. Some students, however, despite demonstrating fluency in the language, included only a couple of points from the text and added their own information. Students are reminded that their response must be based on the text. Students are advised to underline the points in the passage and then use their own words to transfer them into their response. They should also try to keep their response to approximately 150 words.

Some students did not read the question carefully and attempted to convince their uncle to buy a smart house. Others spent time rewriting the text and halfway through their email started writing about the negative aspects of a smart house.

There was quite a number of language errors in the way students addressed the uncle: for example, *Αγαπητό μου θείο, Καλημέρα θείου μου, Αγαπημένο μου ο θείος, Αγαπητέ μου θείος.*

Question 4

Να γράψεις μια ηλεκτρονική επιστολή στον θείο σου για να τον πείσεις να μην αγοράσει ένα έξυπνο σπίτι γιατί (Write an email to your uncle to persuade him not to buy a smart house). Suggested points students may include in response:

- το μεγάλο κόστος του έξυπνου σπιτιού (the high cost of the smart house)
- οι άνθρωποι γίνονται τεμπέληδες/δεν εξασκούν το σώμα και το μυαλό (people become lazy/don't exercise their body and mind)
- παρέμβαση από χάκερ (τα προσωπικά δεδομένα μπορεί να κλαπούν) (hacker intervention [personal data can be stolen])
- χρειάζεται γνώση προγραμματισμού (requires knowledge of programming)
- απομόνωση από άλλα μέλη της οικογένειας (isolation from other family members).

Section 3 – Writing in Greek

In this section of the examination, students chose one of four questions, each requiring a different text type and a different style of writing: a report (informative), a story (imaginative), an article (evaluative), a diary entry (personal).

Students were assessed according to the following criteria:

- relevance, breadth and depth of content
- accuracy, range and appropriateness of vocabulary and grammar.

All four task options were selected by students. The most popular was the diary entry (Question 8) and least popular was the article (Question 7). It is important to practice writing extended responses in Greek within the specified time as some students did not complete their responses with appropriate level of detail. Some responses were brief and did not adhere to the word range (200–300 words).

Students should pay attention to the audience and the text type. A few students wrote the report on a cultural event as a speech (Question 5); others did not include the characteristics of an article in Question 7.

Question 5

Students were required to write a report for readers of a local newspaper to inform them of a cultural event, organised by the Greek community, that they had attended recently. They could name a specific event, explain what the event was, where it was held, if it were celebrating something particular and describe what was happening.

Some responses did not score highly because they appeared to include prepared content about the topic of migration, which did not fit and was not relevant to this question. Others wrote the report as an evaluative piece suggesting ways to improve the event, while some students turned the report into a personal diary and wrote about what they did at the event.

Question 6

Students were required to write an imaginative story for a children's magazine, inspired by the fact that they found the door of an abandoned house open. They could write that they walked into the house, describe what was in it and the state they found it in. Some stories described something intriguing that was found inside the house and the plot was developed around that.

This question was chosen by many students. However, many misread the instruction to 'continue' the story from the sentence given in the question and wrote their own beginning. Only a few stories included elements of imaginative writing such as a creative plot, interesting characters, a description of the setting, heightened drama and a final resolution.

Question 7

Students were required to write an evaluative article for their school magazine on advertising and include two advantages and two disadvantages. In this text type, students needed to include evaluative language such as impersonal expressions, use of third person, and expressions such as 'on one hand', 'on the other hand' etc.

This question was chosen by few students. Most responses lacked depth and the writing was not always organised as an article. Some students did not adhere to the requirements of the text type and the style of writing.

Question 8

Students were required to write a diary entry inspired by the image they saw in a poster and record their thoughts about the world of the future. They could use the image as a springboard and use any elements of the image to write their personal thoughts, views, concerns and hopes for the world in the future.

This question was answered well by many students who expressed their thoughts on issues such as pollution, the need to recycle, disregard for our planet etc. Some responses, however, did not score highly because they appeared to integrate pre-prepared content about the environment and wrote in an informative style, without responding specifically to the visual image. Other responses that did not score highly included other unrelated content and only touched on the topic in the conclusion.