

# 2021 VCE Greek oral external assessment report

## General comments

The 2021 Greek examination assessed the *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](#). Students and teachers are also reminded that a [series of videos](#) has been produced to help with preparation for the oral examinations.

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 that 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.

Most students demonstrated a sound level of understanding and an ability to maintain and advance the exchange with assessors effectively and confidently.

Some students were able to handle simple grammatical structures quite well, but they had not mastered the appropriate vocabulary, grammar and sentence structures required to have a successful exchange with assessors, which limited their performance. They made errors such as:

- incorrect stress (ο πάππους μου; my grandfather) and incorrect pronunciation of some words
- incorrect words used, for example έχουμε τόση χώρα (we have a lot of country) instead of χώρο (we have a lot of space) and πολύ σημαντική (very important) instead of σημασία (importance)
- incorrect use of articles, for example από ο πατέρας μου, με η μητέρα μου, το Ακρόπολη, τα παραλίες
- incorrect plural form of adjectives and nouns / lack of agreement between adjectives and nouns (παγκόσμια πόλεμοι, πολλούς άνθρωποι, το πρώτη φορές, ένα άδεια, πολλούς ανθρώποι)
- errors with common verbs, for example έπρεπαν να φύγουν, χρειάζω να πάω
- incorrect verb tenses and verb endings, for example μιλήζω (to be speaking) instead of μιλάω (I speak), τα πουλίζει (to be selling) instead of τα πουλάω (I sell), παντρεύουνε (they marry them) instead of παντρεύονται (they get married), ελπίζω να πηγαίνω, μ' αρέσει τ' αυτοκίνητα (I hope to be going, I like the cars)
- use of English words 'and', 'like'
- literal translation from English, for example το πρωί έφαγα στην Ελλάδα (the morning I ate in Greece) instead of τα πρωινά έτρωγα στην Ελλάδα, θέλω να κάνω καλά (in the morning I was eating in Greece, I want to do well).

# Specific information

## Section 1 – Conversation

Section 1 of the examination involves a general conversation between the student and the two assessors about the student's personal world and their interactions with the Greek language and culture as learners. It is an organic conversation about the student's personal world.

Most students were well prepared and were able to converse on a variety of subtopics. Responses that scored highly provided a range of information and students were able to maintain and advance the conversation with confidence and spontaneity. They used a wide range of vocabulary and structures well and provided highly relevant responses.

Responses that did not score well relied on simple vocabulary and structures. Students were not able to elaborate on their ideas and opinions and carry the conversation forward.

## Section 2 – Discussion

Following the conversation, the student is required to discuss their chosen subtopic and the supporting visual material that they have brought with them.

The specifications require the student to explore aspects of the subtopic, including information, opinions and ideas. It is important to carefully consider the choice of subtopic and supporting image when preparing for this section of the examination. Images that included rich information provided more opportunity for students to be able to offer a greater depth and range of information, ideas, opinions and reflections about the subtopic. While the quality of the visual stimulus was not assessed, students who selected images that were easy to share with the assessors found it easier to communicate their ideas.

Students are reminded that it is not the image that is being assessed – it is the quality of the discussion. Students should therefore select an image that adequately enables them to integrate that image into a discussion about their selected subtopic.

Students covered a wide range of subtopics for the discussion from the prescribed themes 'The Greek-speaking communities' or 'The world around us'. It is important that students choose a subtopic that they are interested in, which is also appropriate to their abilities. Some students had subtopics that required technical vocabulary far beyond their ability and thus they were not able to have a successful exchange with assessors.

It is also important that all students use a range of resources to explore their chosen subtopic, as this will enable them to present successfully a range of information, ideas and opinions and have a productive exchange with the assessors.

Discussion that scored highly demonstrated a thorough understanding and appreciation of the subtopic. Students had prepared a range of resources. They used their image creatively and effectively to enhance the discussion; some students even made references to the symbolic nature of certain elements in the image. These students had a great command of the language and grammatical structures needed to successfully elaborate and defend their own opinions with evidence.

Responses that did not score well demonstrated insufficient preparation. Students did not come prepared with enough information on their selected subtopic to enable them to elaborate on information, ideas and opinions. These students relied too much on the image and used it as the main focus of the discussion. They began their presentation with the image, merely describing it, instead of incorporating it skilfully in their discussion. It is important that students choose an image that will allow them to explore ideas; an image of a single item or person does not lend itself to this.

Some students did not bring an image, while others had the image on their mobile phone, which could not be brought into the examination room, or brought a very small photo that was hard for the assessors to view. Although there is no specification as to how small the image can be, students should ensure that the assessors will be able to see it clearly.