

2021 VCE Greek written external assessment report

General comments

This was the second year Greek was delivered according to the accredited *VCE Greek Study Design 2020–2024* at Units 3 and 4 level. Students and teachers were familiar with most of the specifications for the written examination.

Students who achieved high scores were able to identify the information from the aural and written texts that was required for responses, as they had very good comprehension skills.

As the listening and responding part of the examination is substantial, it is important that students practise with a variety of listening passages and a variety of accompanying questions so that they develop good comprehension skills, learn to focus on the key words of the question and ensure that they address them specifically in their response. Although some students seemed to have understood the listening passages well, they did not always respond specifically to the key words of the questions; at times they added their own information on the topic.

Many students wasted valuable time in all sections of the examination rewriting the question in their response and repeating the same information using different words.

Students should practise their dictionary skills. They need to take special care when using the dictionary to search for the correct meaning as there may be more than one meaning in the dictionary. For example, students saw the verb 'εγκαταλείπω' in the dictionary and used it in their response: 'Την έδεσαν σε ένα 'εγκαταλείπω' καράβι'. The dictionary did not offer the passive participle 'εγκαταλειμμένο' καράβι' (abandoned ship), which was the correct word to use.

Other important skills that must be developed throughout the year are note-taking skills, time-management skills and familiarity with the characteristics of text types. In order that language be of a higher level, students should focus on spelling, grammar, expression and vocabulary. Some areas of concern were:

- overall errors with expression, such as:
 - έδωσε τα χρώματα στα γηροκομεία instead of χρήματα
 - η γοργόνα έχει μια μορφωμένη ούρα instead of παραμορφωμένη
 - είμαι πολύ ευχάριστη instead of ευχαριστημένη
 - τοπικούς instead of προορισμούς
 - συσκευές instead of αποσκευές
 - θα βρεθεί σε μια χάλια περιοχή instead of κατάσταση
 - θέλω να είμαι ανεξαρτησία instead of ανεξάρτητος
- writing English letters instead of Greek Υιά σας or writing the wrong Greek letter such as δέλεις instead of θέλεις, εβδομάδα instead of εβδομάδα, νόλτες instead of βόλτες or φέλει instead of θέλει
- not using accents for σκυλος and χρηματα or using them incorrectly for τα ζωά and απόσκευες
- errors with the use of the correct article τα ιστορίες, ένα σκύλος, του έθιμο, την κατοικίδιο ζώο
- errors with common verbs especially the verb πρέπει: πρέπει/ πρέπει/ πρέπει and χρειάζεται: χρειάζω, χρειάζει
- errors with verb tenses such as θα πήρα τηλέφωνο instead of θα πάρω τηλέφωνο, or συνδέω με τις ρίζες μου instead of συνδέθηκα με τις ρίζες μου.

Specific information

Note: 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

This section assessed the students' capacity to understand and convey general and specific aspects of texts.

Text 1

In this section students performed well, providing answers that were accurate and based on the text. In Question 1a. some students wrote that Petros wanted to visit 'family' instead of specifically writing that he wanted to visit 'his grandmother'. Few students added their own information in Question 1b. and some misunderstood the point 'you can take as much luggage as you wish' and wrote 'you may take as many people/guests as you wish'.

Question 1a.

The purpose of Petros's trip is to:

- relax after his exams
- visit beautiful places
- visit his grandmother
- visit friends.

Question 1b.

The evidence in the text that travelling by car is the best option is:

- travelling by car will be magical (or relaxing) / travelling by car enables you to admire beautiful scenery
- you can make stops for as long as you want, without the constraints of time (to admire the scenery)
- you do not need to stay in the seat all the time like you do in an aeroplane
- you will not waste endless hours at the airport
- it is cheaper to travel by car
- you can take as much luggage as you wish.

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 should be relevant to the question. Students 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 were not able to find all the required points. In Question 2a., some students, instead of focusing on the key word 'career', wrote a summary of Antetokounmpo's life, for example that he was born in Greece and he was a child of Nigerian migrants. Some students did not distinguish between the two points that he was selected to play for an American team and he also signed 'a contract' with them for five years, only writing that he played for five years for an American team. In Question 2b., students were able to identify most of the points required that indicated how Antetokounmpo contributed to the Greek society.

However, some did not make the distinction that he established an 'academy/program/school' for basketball for poor children and stated that he played basketball games with poor children.

Text 2

Question 2a.

The outline for Giannis Antetokounmpo's career in basketball from his early life until today is:

- άρχισε να παίζει από 13 ετών/ μικρή ηλικία (he began playing from 13 years of age / young age)
- άρχισε να παίζει επαγγελματικά για μία ελληνική ομάδα (δύο χρόνια αργότερα) (he started playing professionally for a Greek team [two years later])
- έχει παίξει για το πρωτάθλημα στην Εθνική ομάδα Ελλάδας του μπάσκετ (he has played for the Greek National Basketball team championship)
- επιλέχτηκε να παίζει για μία (πολύ γνωστή) ομάδα μπάσκετ της Αμερικής (he was selected to play [for a well-known] American basketball team)
- υπέγραψε συμβόλαιο να παίζει στην Αμερικάνικη ομάδα για τα επόμενα πέντε χρόνια (he signed a five-year contract to play for the American team).

Question 2b.

Aside from playing basketball for Greece, Giannis Antetokounmpo contributed to Greek society in the following ways:

- ίδρυσε μία ακαδημία/πρόγραμμα/σχολείο μπάσκετ για τα φτωχά παιδιά (he established the academy/program/school of basketball for poor children)
- οργάνωσε διάφορους αγώνες και έδωσε τα χρήματα που μαζεύτηκαν σε νοσοκομεία (he organised various games and donated the money raised to hospitals)
- έχει βοηθήσει να ξαναχτιστεί ένα γήπεδο μπάσκετ που είχε καταστραφεί από φωτιά (he helped to rebuild a basketball court that was destroyed by fire)
- βοηθάει ανθρώπους που αντιμετωπίζουν μεγάλες οικονομικές δυσκολίες (he helped people who were going through difficult financial times)
- οργανώνει φιλικά παιχνίδια για παιδιά με σκοπό να τα διδάξει τις αξίες της σκληρής δουλειάς και αγάπη για αθλητισμό (he organised friendly games for children with the purpose of teaching them the values of hard work and love for sport).

Section 2

Part A – Reading, listening and responding in English

Texts 3A and 3B

Overall, most students appeared to have understood the article, but needed to take more care focusing on the requirements of the question. They responded reasonably well to Question 3a. and found most of the required points. However, some students explained the program rather than the 'benefits' of the program and others repeated the same point using different words. Some students responded to Question 3b. by writing that the islanders will buy electric cars cheaper; the question required them to state 'the government initiatives', which were that the government will 'subsidise' the conversion of existing cars to electric as well as subsidise the cost of buying a new electric car. Question 3c. required students to state what made the information provided by Mr Dimou reliable. They needed to write that he was a 'professor of biology'; some students also wrote that he did research, but did not specify that he did research on the state of 'the Ionian Sea'. In Question 3dii., some students did not respond to the key word 'attitudes', but rather presented a

summary of what happened in both texts or a comparison between them. Students are advised to underline the key words in the question to ensure that they respond to them specifically.

Question 3a.

Any six benefits of the program implemented on the island of Tilos:

- saves the environment / less pollution
- cheaper electricity
- protects the health of the locals/residents
- island became well known (in the world)
- improved the economy (due to increased tourism)
- energy can be stored and used later when needed
- excess electricity can be sold/given to other islands.

Question 3b.

The government initiatives on the island of Astypalea are:

- government cooperating with a (European) company to produce electric cars
- modification of existing cars to electric with government subsidy
- cost of new electric cars subsidised by the government
- all transport will be made electric (in the future)
- establishing electric charging stations.

Question 3c.

Mr Dimou's information is reliable because of the following:

- He is a (well-known) university professor of biology / scientist.
- He has conducted (scientific) research on the current state of the Ionian Sea.
- He has written many articles on the topic.

Question 3di.

The two texts (3A and 3B) describe two different approaches to accessing energy.

The different approaches in accessing energy on the two Aegean islands and in the Ionian Sea are:

Aegean islands	Ionian Sea
Solar and wind / green energy / renewable energy	Petrol and gas / fossil fuels

Question 3dii.

The evidence that describes the attitudes towards accessing energy expressed in the reading text (Text 3A) and by the two speakers of the listening text (Text 3B) is:

- Tilos and Astypalea are proud of their efforts to save the environment / look forward to a thriving environment
- the people of Astypalea feel secure for their future and know that they are an example for others
- Mr Dimou lists the negative consequences on the environment / motivation is for profit / short-sighted
- the journalist expresses concerns and fear for the environment.

Part B – Reading and responding in Greek

Students were required to demonstrate an understanding of the stimulus text and address the requirements of the task by conveying the relevant information from the text 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 on the VCAA website. 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.

It was possible to achieve a high score for this question without exceeding the specified word/character limit, which is shorter than the limit specified for Section 3.

Text 4

Students were required to write the script of a speech that they would deliver at the next school assembly to inform their fellow students why, according to the article provided, it is important for Greeks to continue to celebrate the custom of 'The Momogeri'. The question required students to identify a number of points why the custom should be celebrated and then manipulate language in their response. Some students found the task challenging as they did not focus on the purpose of the speech and instead described the custom, often copying information from the article, instead of explaining why it is important to continue to celebrate the custom. It is important that students have more practice at school for this section, which requires them to select the information that responds to the question specifically. Some students did not develop their response as a speech and did not use the correct salutation; they used 'Γεια σας' or did not use any and simply began with 'Θα σας μιλήσω...'. Some students did not use the correct register and moved from third-person singular to third-person plural throughout the speech, for example, 'να κρατήσεις το έθιμο' and then 'να κρατήσετε το έθιμο'.

Question 4

Points that could have been included in the speech were:

- το έθιμο συνδέει τους Έλληνες με το παρελθόν / γιορτάζεται από το παρελθόν μέχρι σήμερα (the custom unites Greeks with the past / it has been celebrated from the past till now)
- το έθιμο ενώνει τους Έλληνες (the custom unites the Greeks)
- με το έθιμο αυτό μεταφέρετε η παράδοση από γενιά σε γενιά (with the custom the tradition carries on from generation to generation)
- βοηθάει τους Έλληνες να κρατήσουν την Ελληνική ταυτότητα (it helps Greeks to maintain their Greek identity)
- δίνει την ευκαιρία να συγκεντρωθούν όλοι μαζί / να διασκεδάσουν μαζί (it gives the opportunity for them to get together / to celebrate together)
- το έθιμο είναι σημαντικό / έχει αναγνωριστεί από την οργάνωση UNESCO (the custom is important / it has been recognised by the UNESCO organisation)
- το έθιμο προσελκύει τους νέους να λάβουν μέρος στους εορτασμούς (the custom attracts young people to participate in the celebrations).

The following is an example of a high-scoring response, which demonstrates an understanding of the stimulus text and addresses the requirements of the task. It conveys the relevant information about why it is important for Greeks to continue to celebrate the custom 'The Momogeroi', without simply describing the actual custom. The text form was appropriate for the audience and the prescribed writing style and text type.

«Οι Μωμόγεροι: Πολιτιστική κληρονομιά»

Αγαπητοί συμμαθητές,

Σας ευχαριστώ που σήμερα μου δίνετε την ευκαιρία να πω δυο λόγια για τη σημασία του έθιμου «Οι Μωμόγεροι», με αφορμή τη Χριστουγεννιάτικη μας εορτή.

Το έθιμο αυτό γιορτάζεται σε πολλές περιοχές της Ελλάδας. Το έφεραν στην Ελλάδα οι Έλληνες του Πόντου και εξαπλώθηκε από γενιά σε γενιά. Έτσι το έθιμο ένωσε όλους τους Έλληνες. Οι Μωμόγεροι είναι κυρίως νέοι και χορεύουν με δυνατή μουσική για να απομακρύνουν το «κακό». Οι Μωμόγεροι καταλίνουν πάντα στη κεντρική πλατεία. Εκεί μαζεύεται όλος ο κόσμος και διασκεδάζει. Το έθιμο είναι πάντα πολύ εντυπωσιακό και παρακινεί τους νέους να συμμετέχουν την επόμενη χρονιά. Έτσι διατηρείται η ελληνική μας ταυτότητα. Το έθιμο είναι πραγματικά σημαντικό για το πολιτισμό μας.

Ο οργανισμός UNESCO το έχει συμπεριλάβει στο κατάλογο πολιτιστικής κληρονομιάς. Νομίζω θα συμφωνήσετε μαζί μου πως αυτό το έθιμο δε πρέπει να χαθεί. Κρατά την Ελλάδα ενωμένη και την ελληνική μας ταυτότητα ζωντανή!

Σας ευχαριστώ για τη προσοχή σας!

'The Momogeroi: Cultural heritage'

Dear students,

Thank you for giving me the opportunity today to say a few words about the importance of the custom 'The Momogeroi', on the occasion of our Christmas celebration.

This custom is celebrated in many parts of Greece. It was brought to Greece by the Greeks of Pontus and it spread from generation to generation. Thus, the custom united all Greeks. The Momogeroi are mostly young and dance to loud music to ward off 'evil'. Momogeroi always end up in the main square. Everyone gathers there and has fun. The custom is always very impressive and motivates young people to participate next year. This is how our Greek identity is preserved. The custom is really important for our culture.

The organisation UNESCO has included it in the list of cultural heritage. I think you will agree with me that this custom should not be lost. It keeps Greece united and our Greek identity alive!

Thank you for your attention!

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: an article (evaluative), a letter (persuasive), a diary entry (personal) and a story (imaginative).

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 were the article (Question 5) and the letter (Question 6), and the least popular was the diary entry (Question 7).

Students should pay attention to the audience and the text type required by the particular question and ensure that they have practised writing extended responses within a specified timeframe, as some students did not complete their response with appropriate detail.

Questions 5

Students were required to write an article for a local newspaper, evaluating two advantages and two disadvantages of having a family pet. They needed to include evaluative language such as impersonal expressions, use of third-person, expressions such as 'On the one hand ... on the other' etc., and organise the piece of writing as an article through characteristics such as topic, structure (introduction, body, conclusion), content, title, author (fictional name), register, style and layout. This question was chosen by many students who responded well, as it appeared that many of them had pets and were familiar with the advantages and disadvantages of pets.

Questions 6

Students were required to write a letter to their grandparents and provide a number of convincing arguments that would persuade the grandparents to allow them to use the money that they had given them as a present when they finish their exams to go on a holiday, rather than buy a car. They had to employ elements of persuasive language such as appeals, emotive language, anecdotes, repetition etc., and organise the writing as a letter and demonstrate some of the following characteristics: date, structure, opening, conclusion, register, style and layout. This was another popular question as many students wanted to go on a holiday after VCE, and they had many convincing arguments to put forth. A few students, however, saw it as an opportunity to just describe different places they wished to travel to.

Questions 7

Students were required to write their thoughts, beliefs and concerns on the author's words 'I do not fear computers. I fear the lack of them'. They could have supported either side of this, and could have commented on how computers or lack of computers may affect them or change their life. Elements of personal language should have been included such as use of first-person, subjective/informal/familiar style/register, and emphasis on opinions, feelings and impressions rather than factual, objective information. The piece of writing was to be clearly recognised as a diary entry through use of some of the following: date, structure, opening, content, conclusion, register, style and layout.

This question was chosen by few students. Usually the writing lacked depth, and was written more as an informative piece, not a diary entry that expressed many personal thoughts, opinions and concerns on computers in our lives today.

Question 8

Students were required to write an imaginative story inspired by the image that was provided. The setting of the story had to be in Greece. They could incorporate into their story what might have happened in the past, how the ship got there, what happened to the passengers, why was it left there etc. Students could write about their thoughts and actions after seeing the shipwreck and create an interesting scenario as to what occurred in the past or in the present time. The piece of writing had to be clearly organised as a story through characteristics such as title/topic, structure, content, author (fictional name), register, style and layout.

This question was chosen by few students. Usually, the writing did not employ elements of imaginative writing such as an interesting, well-developed plot and characters, descriptions of the setting, heightened drama and, where possible, a final resolution. Some students wrote it as a descriptive piece about a holiday they had in Greece and did not use the image as a stimulus for an imaginative story.