2022 VCE Greek written external assessment report

General comments

In 2022, students and teachers were familiar with most of the specifications for the VCE Greek written examination.

Students who achieved high scores were able to identify the information from the aural and written texts and give well-structured and detailed responses which addressed the questions effectively. They demonstrated an excellent command of the language and used a broad range of vocabulary, grammar and sentence structures.

Students require more practice in listening and responding. They should be exposed to a variety of listening passages and a variety of accompanying questions so that they develop good aural skills. They need to practise focusing on the key words in order to effectively respond to the question. Although it was evident that some students understood the listening passages, they did not always respond specifically to the key words of the questions and, at times, added their own information in their answers.

In addition to highlighting key words in the questions, students should also practise highlighting the important points in the written passages in Greek, which address the questions. Students who did not do this often overlooked key points and therefore did not provide the correct answers. Students should be encouraged to make good use of the note-taking space. While some students wrote very little in the note-taking space, other students had the correct answer in the note-taking space, but did not include it in their response.

Some students wasted valuable time rewriting the question in their response, in some cases even using it as an answer or repeating the question in their answer by using different words, thus not achieving the maximum score for the question.

Time-management skills and familiarity with the characteristics of text types are very important. Some students ran out of time for Section 3 and wrote a shorter response compared to Question 4, although it required a much longer response and the mark range was higher.

It is essential that students practice and improve their dictionary skills. Students need to learn to choose the correct word/meaning that relates to the content of the text, as there may be more than one meaning in the dictionary. For example, in Text 4, the Thessaloniki Metro was written as μέτρο (measuring tape, meter) instead of μετρό.

In order that language be of a higher level, students should focus on spelling, grammar, expression and vocabulary. Common errors occurred with:

* expression, such as translating expressions from English instead of using the Greek equivalent. For example, δεν μπορώ να περιμένω για να σας δω (I cannot wait to see you) instead of ανυπομονώ να σας δω (I look forward to seeing you) or using the wrong word, e.g. δυνατός (strong) instead of δυναμικός (dynamic)
* common verbs such as χρειάζεται (it is needed): χρειάζω, χρειάζε; πρέπει: πρέπεις/πρέπω
* using the correct article such as το ζωή, την Μετρό, πολλά θάλασσες, μεγάλη πάθος
* verb tenses and endings of verb tenses within the same sentence when changing the subject; for example δεν προσέχουμε … όταν φεύγετε (we do not pay attention … when you leave)
* writing English instead of Greek letters, such as Χέρω, Υράμμα, Cοστίζει, or writing the wrong Greek letter, e.g. αφτά instead of αυτά (these), χληρονομιά instead of κληρονομιά (inheritance), θασκάλα instead of δασκάλα (teacher)
* accents, either by not including them, as in ερωτηση instead of ερώτηση (question) and ποσοτητα instead of ποσότητα (quantity), or by using them incorrectly, e.g. θαλάσσες instead of θάλασσες (seas) and ερωτήση instead of ερώτηση (question).

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual 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

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

Text 1

Students provided mostly accurate answers based on the aural text. However, in Question 1a. some students translated ‘vine leaves’ as ‘filo’ / ‘filo pastry’. In Question 1b. the key word was ‘differ’: how koupepia and dolmades ‘differ.’ A number of students did not make that distinction and it was not clear from answers such as ‘they don’t include tomatoes’ whether they were referring to dolmades or koupepia. Other students incorrectly wrote that koupepia don’t include spices or tomatoes. It was also not enough to say that they use different mince, without specifying the type of mince that is used in each one.

Some students did not receive full marks as they included Greek words in their answers such as προϊόντα (produce) or included the Greek word in English letters, such as ‘baharika’.

Question 1a.

The changes that have been made over the years to the way koupepia are made are:

* in the past they used vine leaves from their vineyards while now they are bought from the shops
* in the past most of the other ingredients used were from the garden so they were fresh
* in the past they used spices such as mint and cinnamon, whereas now they use different spices.

Question 1b.

According to the text, the difference between the recipe for koupepia and the recipe for dolmades is:

* dolmades do not include spices
* dolmades do not include tomatoes
* dolmades use beef mince while koupepia use only pork mince.

Question 1c.

The evidence in the text that the grandson loves his grandmother’s koupepia is (four of the following):

* he says ‘How lucky am I!’
* he says that his grandmother’s koupepia are very tasty
* he comments on their amazing smell
* he eats more than one
* he states at the end that his grandmother is the best cook / he likes the way she makes the koupepia
* the grandmother states at the beginning that koupepia are her grandson’s favourite food.

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 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 number of students were not able to find all the required points. They did not use the note-taking space effectively to write as much as possible while listening to the passage. This is an important skill that students should practise. Many students did not understand that Benakis donated the family home which became the Benakis museum and simply stated that he opened a museum.

Question 2a.

Factors that contributed to Antonis Benakis’s success were (five of the following):

* προερχόταν από γνωστή και πλούσια οικογένεια (he came from a well-known and rich family)
* ήταν πολύ μορφωμένος (he was well educated)
* ήταν δυναμικός, δραστήριος και γεμάτος ιδέες (he was dynamic, active and full of ideas)
* από μικρός εργάστηκε στην οικογενειακή εμπορική επιχείρηση (from a very young age he was involved with the family’s trading business)
* το μεγάλο πάθος να συλλέγει αξιόλογα αντικείμενα (his strong passion for collecting worthwhile objects)
* η θέλησή του να δει το όνειρό του να πραγματοποιείται (his desire to see his dream come true).

Question 2b.

The significant contributions that Antonis Benakis made to the Greek nation were (five of the following):

* έδωσε το πατρικό του σπίτι το οποίο έγινε μουσείο (he donated his house, which became a museum)
* δώρισε τις συλλογές του (he donated his collections)
* έγινε παράδειγμα για άλλους δωρητές (he became an example for other donors)
* είχε πολιτική δράση (he participated in politics)
* πρόσφερε εθελοντικά τις υπηρεσίες του στους πολέμους που έγιναν τότε (he voluntarily offered his services in wars that occurred)
* έδωσε χρήματα στο στρατό (he gave money to the army).

Section 2

Part A – Reading, listening and responding in English

A high number of students demonstrated a very good understanding of both the reading and listening texts and managed to answer the questions accurately. Some students were not able to find all the required points. In Question 3c., a few students included as an answer the actual question. For example, in the question, ‘Provide evidence from the interview that Greece has one of the largest shipping fleets in the world’, it is incorrect to provide as an answer, ‘Greece is known for having one of the largest fleets in the world’.

Students should be careful to answer the questions with the accurate meaning of the words or phrases required. For example, in Question 3e., several students wrote ‘Ministry of Navigation’ or ‘Ministry of Sailing’, instead of ‘Ministry of Shipping’. While these words may be given as translations to the word ‘ναυτιλία᾽in a dictionary, students must select the word that best describes the associated meaning; this text was on modern merchant shipping.

In Question 3e., several students wrote their own answers. Students should find the answers in the given texts.

Question 3f. required a comparison and as such both columns needed to be completed in order to be awarded full marks.

Students should also not include Greek words in this section. It was incorrect in Question 3f. to say ‘travelled in the Μεσόγειο᾽; the answer required ‘travelled the Mediterranean’ and no mark could be awarded.

Question 3a.

Reasons why the ancient Greeks turned towards the sea were (five of the following):

* because they lived near the seashore or islands / they had a close relationship with the sea
* to communicate with each other
* to exchange goods/ideas with other Greeks and other people
* not much usable (arable) farmland in Greece
* to discover new places and people
* to establish Greek colonies and spread the Greek culture / to dominate the Mediterranean.

Question 3b.

The evidence from Greek mythology mentioned in the article that demonstrates the close relationship between the ancient Greeks and the sea is:

* the ancient Greeks had a god for the sea (Poseidon)
* the myth of Jason and the Argonauts
* Odysseus and his 10 years of wandering across the sea.

Question 3c.

Evidence from the interview that Greece has one of the largest shipping fleets in the world are (two of the following):

* it has about 5000 ships
* the value of the ships is over 100 billion dollars
* merchant shipping is 10% of the world’s merchant shipping.

Question 3d.

Apart from transporting goods and people, the other benefits of modern shipping for Greece are:

* it improved the Greek economy / it assisted in the development of the country
* it is a huge industry that employs a lot of people in different jobs.

Question 3e.

According to the two texts, the information about ancient ships and modern merchant ships is as follows.

Ancient ships

* depiction on artefacts
* shipwrecks from antiquity.

Modern ships

* documentary on Greek TV
* Ministry of Shipping.

Question 3f.

The comparison between the ancient warship known as the trireme (Text 3A) and the modern merchant ships (Text 3B) is as follows.

|  |  |  |
| --- | --- | --- |
|  | Ancient warship (the trireme) | Modern merchant ship |
| Material used in the construction of the ship | Made (mainly) of timber | Made (mainly) of metal |
| How the ship moves | Moved by sails/oars/oarsmen | Moved by strong engines |
| Speed of the ship | Agile/fast | High speed / fast |
| Places the ship travelled to | The Mediterranean Sea / Black Sea | Around all oceans and seas |

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 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 was shorter than the limit specified for Section 3. The text also included a visual stimulus which students who scored highly were able to successfully integrate into their response.

Overall, most students understood the information given in the report about the Thessaloniki Metro, but some did not understand the gist of the passage and the task itself. For example, a few students incorrectly stated that ‘the metro will be much bigger than the one we had previously’ (το μετρό θα είναι πολύ μεγαλύτερο από αυτό που είχαμε πριν).

Generally, most students found two to three points while some students came up with their own additional points. For example, they stated that the Thessaloniki Metro will improve the economy (θα φέρει πολλά καλά στην οικονομία μας /θα βελτιώσει την οικονομία) or that it will affect tourism, perhaps confusing the word ‘επισκέπτες’ (visitors) with ‘τουρίστες’ (tourists). It is important that students convey the relevant information from the text and reorganise that information for the task.

Some students did not address the requirements of the question or adhere to the specified text type. The question required them to write a formal letter to the chief editor; some students wrote it as a personal letter while others wrote it as an email. Students should have used the second person plural throughout the letter when addressing the editor of the newspaper, such as ‘τι λέτε’, and not the first-person singular such as ‘τι λεs’. It is important that students are taught how to write a formal letter or any type of formal text. There were many incorrect salutations which were informal, such as ‘Γεια σου αρχισυντάκτη᾽ (Hello chief editor) and ‘Προσφιλής Γιάννη᾽ (Dear Gianni). Many students finished off with ‘Γεια σου’ or did not know the correct way to end a formal letter. Students should learn the appropriate characteristics of formal writing.

Question 4

Points that could have been included in the letter to the editor were:

* η ιστορία της Θεσσαλονίκης εμπλουτίστηκε με τις αρχαιολογικές ανακαλύψεις που βρέθηκαν (Thessaloniki’s history is enriched with the archaeological findings) / οι επισκέπτες του σταθμού θα μπορούν να δουν τα αρχαιολογικά ευρήματα (visitors to the station will be able to see the archaeological findings)
* το μετρό συνδέει το παρόν με το παρελθόν και κάνει τους Θεσσαλονικείς περήφανους για την πόλη τους (the metro joins the present with the past and makes the citizens of Thessaloniki proud of their city)
* το μετρό είναι λύση στο κυκλοφοριακό πρόβλημα της πόλης (the metro is a solution for the city’s traffic problem)
* μεγάλη χρονική διάρκεια για την κατασκευή του μετρό (the long time taken for the construction of the metro)
* το τελικό κόστος θα είναι μεγαλύτερο από αυτό που υπολόγισαν αρχικά (final cost will be above the initial estimated cost)
* ταλαιπωρία των κατοίκων γιατί δεν μπορούν να πάνε όπου θέλουν (hardship/suffering of the citizens because they cannot go wherever they want)
* οι ιδιοκτήτες των επιχειρήσεων έχουν χάσει εισόδημα επειδή η πρόσβαση των ανθρώπων είναι δύσκολη (business owners have lost income because people’s access is difficult).

The following is an example of a high-scoring response that demonstrates an understanding of the text and visual stimulus and addresses the requirements of the task. It conveys the relevant information on whether the construction of the Thessaloniki Metro has been worthwhile for the city and its people.

Από: [name]
[address in Athens]

Αρχισυντάκτης

της τοπικής εφημερίδας ‘Χρυσή Κυριακή’

17 Αυγούστου 2022

Αξιότιμε Αρχισυντάκτης

Όπως γνωρίζεται, η κατασκευή του Μετρό της Θεσσαλονίκης είναι ένα θέμα που ενδιαφέρει πολλούς, αλλά και έχει δημιουργήσει αρκετές αμφισβητίσεις για το αν αξίζει να γίνει ένα τέτοιο έργο. Σκοπός λοιπόν του γράμματος μου είναι να αξιολογήσω αν ένα τέτοιο έργο αξίζει να γίνει για την πόλη και τους κατοίκους της.

Στην πορεία του Μετρό υπήρξαν αρκετές δυσκολίες όπως το ακριβότερο τελικό κόστος συγκριτηκά με αυτό που υπολογίστηκε στην αρχή, τις καθυστερήσεις, καθώς και την ταλαιπωρία ιδιωκτητών καταστημάτων κοντά στη περιοχή έργων. Παρ’ όλα αυτά όμως είναι σημαντική η κατασκευή του Μετρό, καθώς όχι μόνο αλλάζει την πόλη πολιτιστικά, αλλά και συνδέσει το παρόν με το παρελθόν, δίνοντας στους κατοίκους την ευκαιρία να νιώσουν υπερήφανοι για την ιστορία της πόλης τους. Επιπροσθέτως, η κατασκευή του Μετρό θα επιλύσει το κυκλοφοριακό πρόβλημα, καθώς οι αποστάσεις θα καλύπτονται πιο γρήγορα και οι κάτοικοι θα μπορούν να κινούνται πιο εύκολα. Τέλος, είναι σημαντικό να σημειωθεί πως χάρη σε αυτό το έργο, ανακαλύφτηκαν αρχαιολογικά ευρήματα, που αλλιώς δεν θα είχαμε βρει ποτέ.

Σύμφωνα με τα παραπάνω στοιχεία είναι φανερό πως μέσα από την κατασκευή του Μετρό της Θεσσαλονίκης όχι μόνο οι κάτοικοι, αλλά και η πόλη θα αποφελιθεί.

Με πολλούς χαιρετισμούς,

[name]

From: [name]
[address in Athens]

To: Chief Editor of the local newspaper ‘Golden Sunday’

17 August 2022

Dear Chief Editor

As you know, the construction of the Thessaloniki Metro is a topic that interests many, but has also created several doubts as to whether it is worth doing such a project. The purpose of my letter is to evaluate if such a project is worthwhile for the city and its people.

In the course of the Metro there were many difficulties such as the more expensive final cost in comparison to the one initially calculated, the delays, as well as the suffering of the owners of shops near the area of the works. Nonetheless the construction of the Metro is important, as it does not only change the city culturally, but connects the past with the present, giving the residents the opportunity to feel proud for the history of their city. In addition, the construction of the Metro will resolve the traffic problem, as the distances will be covered quicker and the residents will be able to move more easily. Finally, it is important to note that because of this construction, archaeological finds were discovered, which we would never have found otherwise.

According to the above information it is evident that with the construction of the Thessaloniki Metro not only the residents, but also the city will benefit.

With many greetings,

[name]

Section 3 – Writing in Greek

Questions 5–8

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 diary entry (personal), an email (informative), a script of a speech (evaluative) and a story (imaginative).

Students were assessed according to the capacity to demonstrate:

* relevance, breadth and depth of content
* accuracy, range and appropriateness of vocabulary and grammar
* appropriate features of the required style of writing and text type
* effective structuring and sequencing of information and ideas appropriate to the context, audience and purpose specified in the text.

All four task options were selected by students. The most popular was the diary entry (Question 5) and the email (Question 6).

Students need to practise writing extended responses within a specified timeframe. They also need to ensure that they address the specific audience, purpose and text type required.

Question 5

Students were required to write a diary entry and to express their thoughts and feelings about their decision to stop their part-time job to devote more time to their schoolwork. Elements of personal language needed to be employed, such as first and/or second person; subjective, informal, familiar style/register; emotive language; and emphasis on ideas, 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 and conclusion.

Many students had personal experiences about part-time jobs and the time that they took away from school studies, so they were able to write first-hand about the effects this had on their finances, free time and schoolwork. The diary entry was a very familiar form of writing that was done well by most students. However, students should have paid more attention to grammatical structures since this topic lends itself to words that they would use daily in their personal world. Some examples of errors: τα σπουδές μου, στα σχολικά μου εργασίες, της βαθμούς μου, πρέπω, το σωστό απόφαση.

Question 6

Students were required to write an email and inform their cousin in Greece, who is coming to Australia, about how Greeks are entertained in Australia. They were required to include features of the email text type: subject line, date, salutation, body (content), signing off, register, style and layout, and use facts, examples and explanations to inform their cousin about the entertainment options.

Students generally wrote about going to Oakleigh, to the Antipodes festival and to the Greek museum. Some students wrote about what the cousin could see in Australia, such as going to the shops or the park, and did not focus on what the Greeks do specifically for entertainment.

Question 7

Students were required to write the script of a speech that they would deliver at the next school assembly and provide a number of convincing arguments to persuade their fellow students that it is important and easy to save electricity. Although this was not a popular choice, the students who had studied this topic at school were able to use higher-level vocabulary and sentence structures to give examples of where they believe electricity is wasted at their school and recommend steps students could take to conserve electricity. Some students went outside the scope of the topic and wrote about recycling and pollution of the environment in general. Students should take care to stay within the parameters of the topic.

Question 8

Students were required to write an imaginative story about what happened next, after they received an urgent message on their mobile phone from their friend asking them to meet him at their usual place. Students were required to create a strong sense of context (physical surroundings and atmosphere) and situation. 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.

Some students substituted the name Alexis with another name or only mentioned the name once, while some other students memorised the imaginative topic from 2021 and tried to fit this year’s topic into it. This should be avoided as such attempts do not allow for the successful integration of ideas. Other students devoted about three-quarters of a page to a family situation, which was outside the scope of the topic, and then only had time to write one long paragraph on the topic.