



Oral component

GENERAL COMMENTS

Most students were well prepared for the conversation section and were able to converse with assessors effectively about areas of their personal world. Their performance overall was not as strong in the discussion section, in terms of having prepared an effective introduction that would allow for a constructive discussion and their ability to present ideas and opinions that were highly relevant and well linked to the texts studied. Students need to be better prepared in terms of being able to use language spontaneously to handle unrehearsed situations, as this section requires a more objective approach and they cannot rely on pre-learned material. Well-prepared students performed well in both sections of the 'oral', as they were able to link effectively with the assessors, expand on their answers and offer interesting ideas and opinions.

SPECIFIC INFORMATION

Section 1 – Conversation

Most students were able to talk fluently about areas of their personal world like school, home life, family and friends, interests and future aspirations. They were able to hold a conversation for 7 minutes discussing effectively and developing more than one aspect of the topic. Their interaction with the assessors was very good, as they were able to respond to and build on comments. Well prepared students were able to add breadth and depth to the conversation and support and elaborate on their statements. Students who were less well prepared found it difficult to extend beyond the obvious and were unable to follow up with more detail.

Overall vocabulary was suitable and relevant. However, students still made some basic grammatical and syntactical errors: for example gender and case: *η μητέρα μου, μερικός έλληνας, ολυμπιακές αγώνες*. active and passive voice and verb endings in general, also presented a problem; for example, *αρέσω ελληνικά, πήγα με φίλοι, το αρέσω,πρέπω*. Some students used English words and phrases such as *το dance, πήγαμε στο beach, sorry*.

Section 2 – Discussion

The choice of sub-topic is very important. Students are expected to have studied it for 15 hours in class and to have been exposed to a variety of resources so that they could draw from them for their discussion. This was not always done successfully. Some topics were not broad enough to accommodate a range of interests and perspectives and did not cater well for individual responses. Other topics were beyond the language skills of some students, while the more competent students displayed their ability to have a high degree of interaction with the assessors.

The variety of sub-topics this year included:

- Migration
- Customs and Traditions
- Olympic games
- the Greek revolution
- the Greek family in Australia
- the role of women/men through the ages
- Greek music (e.g. *Rembetiko*)
- popular Greek singers.

Students need to be more familiar with the structure of the discussion section, especially the one-minute introduction. The Study Design recommends that students study a range of at least three different kinds of text. Some students mentioned three texts but were unable to discuss all of them for various reasons such as they had not finished watching the film. Other students were unable to use the different texts to support their discussion. A few students did not discuss their sub-topic in depth or express opinions and ideas. Even though they referred to a variety of texts, some could not remember the titles or the content in any detail and were unable to speak on different aspects of their topic. Other students felt that they simply had to retell the content of the texts studied; some had pre-learned material instead of engaging in discussion and giving ideas and opinions. These students had a more limited vocabulary and grammatical range and were not able to use more complex syntactical structures.

More successful students were able to outline the sub-topic within the one-minute limit, stating the names of the three texts studied, the title of the sub-topic and giving a brief elaboration of the sub-topic focusing on its issues. In the discussion they were able to demonstrate a sound knowledge and appreciation of the chosen topic. Such students were skilled in expressing and elaborating ideas and opinions, supporting them with appropriate evidence from the specific

texts studied and /or new ideas. These students used a wide range of vocabulary and complex sentence structures and had a high degree of interaction with the assessors.

Many students supported their discussion appropriately with objects such as photographs, diagrams, and maps, elaborating and stating why they considered them important. In most cases, the support material was free of writing, except perhaps a heading, as is required.

GENERAL COMMENTS

The 2003 Greek written examination consisted of three sections: 1) Listening and responding, 2) Reading and responding and 3) Writing in Greek. In Part A Sections 1 and 2, students needed to respond in English while in Part B of both sections they were required to answer in Greek. Most students were able to provide appropriate answers in the correct language as prescribed by the instructions. Teachers and students must note that no marks were awarded to answers written in the wrong language. A number of students answered some questions from their own personal experience without referring to the text. Some students answered questions in the note-taking spaces instead of using the answer section provided.

Students were exposed to a variety of text types on various topics and expected to demonstrate an understanding of general and specific information from spoken (Section 1) and written (Section 2) sources. In Part B of Section 2 students were asked to write a formal persuasive letter in Greek in response to a job advertisement. In Section 3 students were given a choice of four tasks and were required to respond in Greek and create either an informative script for a speech, a personal letter, an evaluative report or an imaginative story.

There was a general improvement in students' ability to access information from the listening and written texts, according to the requirements set down in the task. There was also an improvement in students' ability to use the appropriate characteristics of the text types in which they were expected to respond. Teachers are reminded that students are expected to be familiar with all the text types listed in the Study Design. (Note that the text types indicated with an asterisk in the Study Design are those which the students are expected to produce in the external examination).

Overall, students were able to successfully communicate their ideas in Greek but their writing often reflected a poor understanding of the grammatical rules that govern Greek. Teachers need to give more emphasis to the teaching of grammar, in order to improve their students' ability to write with accuracy and fluency. Some areas of concern were: the incorrect use of the definite article, the incorrect use of the gender of nouns, the poor use of the genitive case, the lack of agreement between nouns and adjectives in gender, number and case, poor knowledge of the tenses of irregular verbs (and sometimes regular verbs) and the incorrect use of the passive voice.

Students' use of appropriate vocabulary was generally satisfactory. There were, however, a number of students with very poor vocabulary, who also demonstrated poor dictionary skills.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Possible answers as provided

Part A

Question 1

He was playing games on the computer.

Question 2

Go out and/or play a sport.

Any one of the above two points gained 1 mark.

Question 3

When in need friends will help. You can also share common interests and confide in them.

Students were required to include both parts of the answer in order to gain the full 2 marks.

Question 4

8 am to 1:30 pm

Students were required to give both starting and ending times.

Question 5

- to learn a foreign language
- to improve their knowledge in the main subjects.

Each point was awarded 1 mark. Students needed to include the notion of improving their performance in the main subjects to gain a mark for the second point.

Question 6

Students stand before the class and retell the content of the previous lesson. The speaker considers this a difficult task.

Students were required to include both parts of the answer in order to gain 2 marks.

Question 7

To enlist volunteers for the 2004 Olympic Games.

Question 8

People who can speak Greek and English well and are able to come to Athens in August 2004.

Question 9

They contribute their enthusiasm and services/they assist in the organisation of the games/they create a climate of friendship and cooperation.

Any two from the above three points were awarded full marks.

Question 10

The games are returning to their birthplace.

Question 11

Byzantine music, folk (demotic) songs, rembetika songs, classical music.

Any two of these were awarded 2 marks

Poetry or peace

Either one of these points gained 1 mark.

Question 12

Composed the music to the film 'Zorba the Greek'.

Question 13

His music promotes peace and/or cooperation between nations or his common message is peace/cooperation.

Part B (10 marks)

Students needed to answer all questions with the correct information in Greek.

Question 14

The film's title means "the return" and the movie is about a migrant who returns to his homeland after 40 years.

Students were required to make reference to both title and plot and explain how title and plot were connected.

Question 15

The film was awarded Best Movie and Best Actor prizes at international film festivals.

Both prizes had to be named in order to gain full marks.

Question 16

Women are independent and equal to men in society; women no longer sacrifice their career in order to look after the family. They are out in the workforce contributing to society as much as men. Women are working in all fields.

Students were required to include any 3 of the above points in their answer.

Question 17

Society assists women by providing them with maternity leave and child care centres.

Section 2 – Reading and responding

Part A

Question 18

- main roads around Omonia Square are to become one-way roads and smaller streets are to become pedestrian walks
- the new ring road around Athens
- the extension to the Metro system
- the bridge over Kephisus river.

Any three of the above items for each bullet point gained 3 marks. Some students confused public works with proposed traffic measures. They listed the latter and described the penalties imposed for disobeying these measures. This was the expected answer to the next question.

Question 19

Cars or motorcycles illegally parked in the city centre will be towed away and drivers will be given hefty fines.

One mark was awarded for each of the two penalties mentioned.

Question 20

The new traffic measures and road works will allow Athenians to move through their city quickly and easily. Environmental pollution will decrease; the quality of air will improve.

Students were required to refer to the texts directly in order to support their explanation but some expressed their own opinion in their answer without relating it to the text.

Question 21

Greeks are no longer migrating; on the contrary many migrants are arriving in Greece.

Both points needed to be included in order to receive 2 marks.

Question 22

- for financial reasons/to work and provide their families with a better life
- they leave their country for socio-political reasons
- they come to Greece to study.

Question 23

One in four people living in Greece will have come from another country.

The above ratio was clearly indicated in the text but some students were unable to identify it.

Question 24

Migrants need to find employment and housing, they need to learn Greek and they need to become accustomed to a new society/culture. Students also find it difficult to get used to a different education system.

Students needed to include three out of the four points mentioned to gain 3 marks.

Question 25

The Greek Government should provide special services to assist migrants such as employment offices, hospitals, schools; it should also provide interpreters at these services. The government needs to create special Greek language programs for migrants. Schools should develop similar programs for the children of migrants.

Any three of the above points were awarded 3 marks.

Part B – Reading and responding

Question 26

Students needed to address the following requirements mentioned in the advertisement:

- applicants need to be between 18 to 25 years old
- be available to work during the Christmas period and/or possibly after the holidays
- be able to work an 8-hour shift Monday to Friday and 4 hours on weekends
- applicants must have completed VCE
- must have computer skills

- a good knowledge of Greek is necessary
- must be hard working
- must have a friendly disposition.

Section 3 – Writing in Greek

Students had to answer one question in 200 – 250 words in Greek.

Question 27

In this informative piece of writing students were expected to present to the audience a number of different ways in which Greek-Australian organisations and clubs benefit the community. The importance of these organisations for the preservation of Greek language and culture and the need for the recruitment of new members were two points that could have been developed by students.

Question 28

In this personal piece of writing students were expected to outline what brings young people of Greek background together such as common background, similar upbringing, similar parental expectations, interest in Greek cultural activities like Greek music and dancing and Greek food.

This topic was a popular choice amongst students and many managed to develop the topic well. Some, however, outlined all the different things that Greek-Australians do in their leisure time rather than elaborating on what it is that brings young Greek-Australians together.

Question 29

In this evaluative piece of writing students were expected to examine three advantages and three disadvantages of the use of technology in our world today.

This was linguistically, a more challenging topic. Some students who attempted this question did not have the appropriate lexical and grammatical skills required.

Question 30

In this imaginative piece of writing students were expected to describe the life of a typical family unit of the future. Some answers given by students included: families with no parents/no siblings/no extended family, robots and technology in general playing an important role in the life of the family, less work and more time for travel.

This question was reasonably well answered. Some students, however, in describing the future made little or no reference to the family unit. A number of students described the life of a contemporary family instead of setting the story in the future.

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