



Oral component

GENERAL COMMENTS

The oral examination was divided into seven minutes of general conversation, a one-minute introduction of the Detailed Study and seven minutes of discussion on the Detailed Study. The descriptors for the criteria used for assessment are published on the VCAA website. It is important that teachers and students are familiar with these when preparing for the oral examination and that they practise using the criteria in class so that they can address any problems prior to the examination.

Overall, assessors felt that students this year were more familiar with the expectations of the oral examination. Well-prepared students performed well in both sections because they were able to link effectively with the assessors, expand on their answers and offer interesting ideas and opinions using accurate vocabulary and grammar.

Most students were well prepared for the conversation section and were able to maintain and advance the exchange appropriately and effectively. However, this year there were a number of students who were not able to expand appropriately on aspects of their personal world and relied on assessors to prompt them, although the same students were well prepared for the discussion section.

Students' performances overall have improved in the discussion section, although there were some students who had not prepared an effective introduction, which would have allowed for a constructive discussion, nor did they display an ability to present ideas and opinions that were highly relevant and well linked to the texts studied. Students needed to be better prepared to use language spontaneously in unrehearsed situations. The discussion section required a more objective approach and students could not rely on pre-learned information. A number of students supported their discussion appropriately with objects such as photographs, diagrams and maps, elaborating and stating why they considered them to be important. This was often a useful prompt, particularly for weaker students. The support material was clear of writing, except perhaps a heading, as is required.

Teachers need to advise students to use the correct formal register. When addressing one or both assessors, students should use the second person plural, as for example *θα σας μιλήσω*.

SPECIFIC INFORMATION

Section 1 – Conversation

Communication

The topic for the general conversation was 'the student's personal world'. Most students were able to talk fluently about areas such as school, home life, family and friends, interests and future aspirations. They were able to hold a conversation for seven minutes, effectively discuss more than one topic and develop 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 made by assessors. Most students were able to express their ideas with clarity, paying particular attention to pronunciation, intonation, stress and tempo.

Content

Well-prepared students were able to add breadth and depth to their conversation and support and elaborate on their statements. These students presented an excellent range of information, opinions and ideas in highly relevant and logical responses. However, this year assessors noticed that some students were not as well prepared in the conversation section and found it difficult to extend beyond the obvious or follow up with more detail. Some students also found it difficult to reflect on their own experience. For example, when talking about school, it would be appropriate to consider good and bad experiences, which were the best years, whether their expectations have changed as they matured, etc. Students must know the vocabulary that is needed for such a discussion. When discussing school and the subjects they had studied, some students did not know the correct Greek word and said, 'θέλω να γίνω μαγειριστής, κάνω υπολογία'. Conversely, a number of them just gave the subject's name in English; for example, 'psychology' or 'legal studies'. Some students did not listen carefully and concentrated on one word from the question and responded to this, unfortunately not addressing all the required parts. Other students, instead of asking for clarification if they did not fully understand a question, responded anyway with what appeared to be a memorised answer. It is vital that students are



well prepared to elaborate on their responses, giving reasons, examples and evidence. Students should not give shallow responses.

Language

Overall, vocabulary was suitable and relevant. However, for this section, this was the criterion on which students performed least well. While many students were able to accurately use an excellent range of vocabulary and grammatical structures that catered effectively for audience and purpose, others had a limited vocabulary and made some basic grammatical and syntactical errors. Students continued to have problems with *πρέπει* and *χρειάζομαι*, making errors such as saying *πρέπεις, χρειάζω*. Accents were placed incorrectly—*μαγείρας, μαθητριάς*—and incorrect articles were used—*τα χημεία, ένα σημαία, ο κλίμας της Ελλάδας, ένα χώρα*. Gender and case, as well as agreement between nouns and adjectives, was also at times incorrect—*τα αρχαία τόπη, άλλες μαθητές, μερικές φίλους, σκληρό ζωή*. The use of the active and passive voice and verb endings in general also presented a problem—*να παντρέψω, μου αρέσουν να παίζω, συμμετείχεσα*. Some students used English words and phrases—*βλέπω τηλεβίζιο, πάω στο γυμναστήριο γιατί είμαι fit, μέσα στο κάρο*—while others translated expressions from English—*πως να το βάλω* (how can I explain it/how can I put it?).

Section 2 – Discussion

Communication

Students need to use the one-minute introduction to their benefit. They should concisely state the option and sub-topic of the Detailed Study and mention the resources that they will use. This will steer the assessors towards aspects of the chosen sub-topic that the student can discuss with confidence.

Successful students outlined the sub-topic within the one-minute limit, stating the title of the sub-topic and the names of the texts studied, and giving a brief elaboration while focusing on the issues. In the seven-minute discussion that followed the introduction, they demonstrated a sound knowledge and appreciation of the chosen topic. Such students were skilled in expressing and elaborating on ideas and opinions, and supported these with appropriate evidence from the specific texts studied. They used a wide range of vocabulary and complex sentence structures and interacted well with the assessors. They were able to advance the discussion with interesting comments and at times were even able to lead the discussion. These students spoke confidently and fluently with very good pronunciation, intonation, stress and tempo.

Quite a number of students did not introduce the topic or resources appropriately in the one-minute time limit. They would merely name their topic—‘My topic is the Olympic Games’—and then begin talking about it. Other students talked for too long in the one-minute introduction and assessors had to stop them politely so that they could ask questions on the topic and the resources they had used for their Detailed Study. Other students felt that they simply had to retell the content of the texts studied, which they had pre-learned, instead of discussing the texts and giving ideas and opinions.

At times the topic did not suit the linguistic ability of the student and as such the student was not able to carry the discussion forward or deal with a variety questions, nor did they have good repair strategies when in difficulty. Students need to practise addressing the questions more directly so that they can effectively respond to a wider variety of questions.

The criterion ‘clarity of expression’ in this section was addressed well by most students. Even the weaker students had good pronunciation, intonation, stress and tempo.

Content

The choice of sub-topic is very important and should reflect the interests and abilities of the class. Students were expected to have dedicated 15 hours of class time to the Detailed Study and to have been exposed to a variety of resources which they could draw from in their discussion. This was not always done as successfully as was possible. Students should be able to link their texts to their sub-topic, and be able to see common themes in the material that may make the discussion more interesting.

Very factual texts sometimes do not allow students to develop and express ideas and opinions. At times, students referred to resources without appreciating the ideas they contained and were not able to develop their own opinions and ideas. Students should try to analyse and think for themselves; they should be prepared to give some original opinions rather than just repeat ideas from texts.



Some students also had difficulty discussing different issues relating to their chosen sub-topic. 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 students and thus students were not able to offer a range of information, ideas and opinions or to elaborate on or defend them. Appropriate topics enabled the more competent students to display an excellent knowledge of their topic and an ability to elaborate on ideas and opinions with reasons, examples and evidence.

Although the topic 'Friendship' has a lot to offer, a concern this year was that some students who had studied this topic did not have a depth of information in their grasp and were not able to present an excellent range of information while supporting and defending their opinions and ideas. It is important that a greater variety of topics and resources are chosen that will cater more effectively for the abilities and interests of different students.

Some good sub-topics this year were:

- migration
- Greek Australian identity
- Greek Australian customs
- the role of men and women within the Greek family
- the Olympic Games – differences between old and modern games
- the Greek revolution.

Language

Many students were able to use a wide range of vocabulary and complex sentence structures in their interaction with the assessors, such as *οι γυναίκες παίρνουν μέρος σε κοινωνικές δραστηριότητες, σκηνοθετημένη συνέντευξη*. These students spoke in an appropriate manner, catering well for their audience and the purpose of the task. However, as in the conversation section, students' performance in this criterion was generally weak, with similar types of grammatical and syntactical errors. Students should be familiar with the vocabulary required to discuss their sub-topic. They should understand the grammar required to be able to use this vocabulary in its correct form with ease, so that an interesting discussion can take place. They should know the gender of key words, learn to use a variety of adjectives correctly, know the correct grammar and master syntactical structures that may be necessary to discuss the sub-topic. Mistakes like *μερικές φίλους* when discussing the sub-topic of 'Friendship' and *θα παντρεύει έναν, θέλει να παντρεύει* instead of *θέλει να παντρευτεί* when discussing 'The role of women in society' would have been avoided if adequate preparation had taken place. Some students had a more limited vocabulary and grammatical range and were not able to use complex syntactical structures. These students should have been advised to select more appropriate topics that would have catered for their linguistic abilities.

Written Component

GENERAL COMMENTS

A new LOTE examination format was introduced in 2005. Students completed a shorter examination with fewer listening and reading texts, a choice of five tasks rather than four in the writing section and an extension to the word limit in the response to the writing section (200–300 words). Overall, most students were able to attempt and complete the prescribed tasks in the time provided.

As in other years, students were expected to demonstrate an understanding of general and specific information from spoken (Section 1) and written (Section 2) sources. Students had to respond in English in Part A of Sections 1 and 2, and in Greek in Part B of both sections. Most students provided appropriate answers in the correct language. A number of students, however, failed to carefully read the instructions given before each section and answered in the incorrect language. The language of the expected response was clearly stated in the instructions, in capital letters and in bold print, and no marks were awarded to answers written in the wrong language.

The 2005 Greek written examination exposed students to a variety of topics, such as 'friendship', 'the migrant experience', 'tourism in Cyprus', 'Greece in World War II', 'the elderly in the Greek community', 'the environment', 'personal identity', 'the school experience' and 'maintaining Greek culture', as prescribed on page 13 of the *Greek VCE Study Design*. Students were able to successfully access the required information from Greek spoken and written texts. All questions on the examination were answered adequately by a number of students. Many questions required students to identify information related to context, and these questions were answered quite well. It should be noted that students did not fare as well on questions that required them to comment on the purpose and audience of the text. Both these and questions on aspects of the language of the text should be expected as they are clearly prescribed in the Study Design.



In Section 3 students demonstrated an ability to use the appropriate characteristics of the text types and the appropriate characteristics of the kinds of writing (personal, imaginative, persuasive, informative or evaluative) in which they were expected to respond. The personal writing task was particularly popular this year, and students displayed a good knowledge of the characteristics of a personal letter. Some students, however, applied their personal letter writing skills to the journal entry or speech writing tasks. Students must be able to distinguish clearly between the characteristics of common text types. The characteristics of the common text types and of the five different kinds of writing are given on pages 58 and 59 of the Study Design. Students are expected to be familiar with all the text types listed on page 13 of the Study Design, although those that are marked with an asterisk are those which the students are expected to produce in the written examination.

Although students generally demonstrated good comprehension skills, their ability to respond and write in Greek in Part B of Sections 1 and 2 and in Section 3 often reflected a poor understanding of the grammatical rules that govern the Greek language. Teachers need to give more emphasis to the teaching of grammar in order to improve students' ability to write in Greek with accuracy and fluency. Some areas of concern were:

- inability to distinguish between certain letters of the alphabet, such as, δ, θ and β , and ζ, ξ and χ
- failure to use accents
- incorrect use of the definite article
- incorrect use of the gender of articles, nouns and adjectives
- poor use of the genitive case
- lack of agreement between nouns and adjectives in gender, number and case
- lack of agreement in number between the subject and verb of a sentence
- inability to conjugate verbs; even regular verbs in the present active indicative
- incorrect use of the passive voice
- inability to use the common verbs 'πρέπει' and 'μου αρέσει'/'μας αρέσουν'.

Students' use of Greek was often poor, and in some instances incomprehensible. In order to be understood and receive the allocated marks, answers (both in Greek and in English) must be coherent and legible. Students' use of appropriate vocabulary was generally satisfactory. There were, however, a number of students with a very poor Greek vocabulary who also demonstrated poor dictionary skills.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A: Answer in English

Overall, students demonstrated a good understanding of the information provided in the listening passages. Students should ensure that they have listened to a range of texts in various text types prior to the examination. They must practise their listening comprehension skills by picking out key points from various sources such as Greek films, SBS radio or television. During the examination they should spend part of their ten-minute reading time examining the questions in the listening section to determine what kind of information is required. Effective use of the note-taking space on the paper is also useful. Students should ensure, however, that their final answer is given in the writing space provided.

It is vital for students to read all instructions and questions carefully in order to provide intelligent answers. Responses should answer the questions and not be mere translations of the information provided in Greek. The amount of space given to answer a particular question is a good indicator of the length of the anticipated answer. Students should avoid restating the question in their answer.

Text 1

Question 1

He is planning a holiday to celebrate the end of year exams/to relax without having to study.

Question 2

One of:

- 'hooray for relaxing'
- 'the end of homework/studying has come'.

2005 Assessment Report



Question 3

One of:

- children getting into trouble when they are away from home
- what young people get up to when they are away from home alone
- no supervision by teachers/parents.

Question 4

Three of:

- the venue will be his beach house, which is known to her parents
- it is in a quiet location
- Auntie Maria lives next door
- all friends are known to the parents
- there were no problems when they went away in the past.

Question 5

He needs to discuss the plans with the others in the group

Text 2

Question 6

All of:

- the unknown/uncertain
- was she going to make new friends?
- how was she going to cope at school without knowing English?

Question 7

Two of:

- they embraced each other and cried like babies
- Nellie was surprised at how alike they looked
- the aunt introduced her family/the families met.

Question 8

Both of:

- she met her new relatives/was welcomed
- she felt she was not going to be alone.

Part B: Answer in Greek

Students needed to answer all questions in Greek. Most students showed a sound understanding of the content of the text and many were able to respond in sentences as required, conveying information accurately and appropriately.

Text 3

Question 9

Two of:

- picturesque coastline
- beautiful/green mountains, covered in pine trees
- lovely villages.

Question 10

Five of:

- short distances
- good organisation
- modern hotels
- well-trained tourism employees
- good hospitality
- good food and wine
- good shopping.



Question 11

Three of:

- thousands of years of civilisation and history
- archaeological sites
- museums
- monuments.

Section 2 – Reading and Responding

Part A: Answer in English

This section assessed students' capacity to understand and convey general and specific aspects of the text. Most students were able to successfully complete the activities related to the reading passages. In order to prepare for this section of the examination students should read extensively in Greek, selecting a wide range of texts in different text types. Students should ensure that they carefully read and understand the questions and make an effort to use their dictionary effectively and appropriately.

Text 4

Question 12

Crete was the last area in Greece to fall to the Germans.

Question 13

Any two of:

- the Cretans hid Australian soldiers in their houses
- the Cretans assisted the Australian soldiers to escape the island
- the Cretans assisted the Australians during battle.

Question 14

All of:

- many were killed by the Germans
- many were injured
- many were imprisoned by the Germans.

Question 15

Three of:

- to honour/respect all Australians and Greeks who fought side by side
- to inform the public of Australia's assistance to Greece during WWII
- to remember those who gave their lives for our freedom
- to demonstrate the friendship between the two nations.

Question 16

Both of:

- it is made from two types of stone, one from each country
- the stones are united as the two nations are united in friendship.

Question 17

Two of:

- Greece was a poor country after World War II
- Greeks came to Australia for a better life
- Australia was a friendly country/an ally of Greece.

Question 18

Four of:

- Greek immigrants living in Australia (represent a link between the two countries)
- celebrations in Greece (by Greeks) to mark the Battle of Crete
- celebrations in Australia (by Australians) to mark the Battle of Crete
- a common park/monument to honour the dead
- having fought side by side at the Battle of Crete



- Greek immigrants made Australia their home.

Question 19

Three of:

- the monument symbolises friendship/unity between Greece and Australia
- the structure/language of the monument brings the two nations together
- Australians supported Greece/risked their lives for Greece in Crete
- Cretans risked their lives to save Australians
- Greeks migrated to Australia, a nation that offered support previously
- the monument commemorates an event in their common history
- the monument commemorates the Greeks and Australians who died for freedom.

Part B: Answer in Greek

Most students provided the appropriate information to adequately complete the questions in this part of the examination. Some students, however, did not read the questions carefully and provided information from their own general knowledge or class studies. Students should avoid restating the question in their response as this leaves less space for a properly detailed answer. As a language mark was awarded in this section, students should not have restated the question or directly copied from the text, as this did not provide them with enough scope to demonstrate their own ability to write in Greek.

Text 5

Question 20

There are many elderly Greeks living in the area.

Question 21

Five of:

- to bring the elderly together
- to entertain them
- to inform them on matters of Greek culture
- to provide them with resources
- to maintain their culture (by inference; not actually stated in the text)
- to improve communication amongst the elderly.

Question 22

Three of:

- donations from its members/elderly people themselves donated
- members borrow/resources are in demand
- letter to Consul to further expand collection
- enriches their cultural understanding
- a venue to access cultural material.

Question 23

To seek the assistance of the Greek Consulate (to enrich the collection of the Association's library).

Question 24

Both of:

- 'With this letter I would like to inform you of our Association...'
- '...I would like to invite you to the Association to meet you...'

Section 3 – Writing in Greek

This section assessed the students' ability to express ideas through the creation of original text in Greek, using the following criteria:

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



Students were required to write 200–300 words in Greek on one of the five topics. Each topic represented a different text type and style of writing.

Question 25

In this informative speech students were expected to inform their fellow students of the important problem of water shortage in Victoria today. They needed to also present ways in which each Victorian could contribute to managing/solving this problem. Students were expected to present a number of suggestions.

This question appeared to be a challenging linguistic task and was attempted by few students. Most students who tackled the question adopted the appropriate informative approach. The required text type, the script of a speech, was well handled with conventions, content and style appropriate to the task. Ideas were well organised in paragraphs and good links were made between ideas within paragraphs. The more capable students demonstrated a good range of vocabulary and language appropriate to the purpose and audience of the task.

Question 26

In this personal letter students were expected to introduce themselves to a student of their sister school in Greece and discuss their various interests, plans and hopes/concerns for the future.

This was a popular choice amongst students, and most students addressed the question well. The text type, an informal letter, was well handled with conventions, content and style being mostly appropriate to the task. Some students gave a good introduction of themselves and their school and were able to express their hopes and plans for the future successfully. A few students dedicated the bulk of their letter to predictable conventions in letter writing such as long greetings and salutations, inquiring about one's health, and informing or inquiring about irrelevant things beyond the scope of the task. Weaker students presented a predictable content and were unable to organise their ideas in sentences and paragraphs effectively or to provide good links between ideas.

Question 27

In this journal entry students had to evaluate the pros and cons for deferring their university studies for a year. Students were expected to examine at least three advantages and three disadvantages in order to come to a decision.

The majority of students who chose this topic capably evaluated the proposed deferral. In some cases students presented an unbalanced analysis in which only one side of the argument was addressed adequately. Weaker students responded in an informative rather than evaluative manner. The text type, a journal entry, was generally handled well, although in some instances the response resembled an informal letter rather than a journal entry.

Question 28

Students were given the beginning of an imaginative story and asked to continue the story and explain how their photo ended up on the front page of a newspaper and what the consequences were of such an exposure.

This topic was generally well handled by the better students. There were imaginative scenarios of murder, crime and mistaken identity. A number of students handled the topic competently, creating an appropriate time, place and atmosphere. These students were skilled in the devices of storytelling and their ideas were well-organised in sentences and paragraphs that linked well. In contrast, less able students lacked the imagination to create a credible story line, relying on predictable plots and consequences. A poor range of vocabulary and language structures also contributed to their weak story lines.

Question 29

Students had to write a persuasive newspaper article in which they were required to convince their peers of Greek background that maintaining one's heritage and culture is important. Students were expected to present and support a number of arguments.

Overall, this question was well answered. Students' writing was characterised by coherent, well-organised content and appropriately persuasive writing. The required text type, a newspaper article, was handled well with the conventions, content and style appropriate to the task. Some students experienced some difficulty in effectively sequencing and linking their ideas. In some cases weaker students presented pre-learned information without making any adaptations required by the task. As a consequence these responses were usually informative rather than persuasive.