2010 LOTE: Greek GA 3: Examination

Written component

GENERAL COMMENTS

Students displayed good comprehension skills and an ability to identify the required information from the listening and reading texts successfully. Students appeared to be familiar with the format of the examination, the different text types and kinds of writing required. Most students were able to complete all sections of the examination, responding in the appropriate language for each section.

In contrast to students' good comprehension skills, their writing skills in Greek were disappointing. Student responses in Greek often reflected a poor understanding of basic grammatical rules and in some instances were incomprehensible. More focus is needed on language learning and on the teaching of grammar in order to improve students' ability to write in Greek with accuracy and fluency.

Areas of concern included:

- inability to distinguish between the Greek and Roman scripts (χέρει instead of *ξέρει*, *νοήθεια* instead of *βοήθεια*, *έχω* instead of *έξω*)
- inability to distinguish between certain letters of the Greek alphabet, such as *δ,θ,φ and β (θορές* instead of *φορές, δίλη* instead of *φίλη, βοχείο* instead of *δοχείο)*
- failure to demonstrate the existence of the double consonants ξ and ψ (*λείπσω* instead of *λείψω, άκσια* instead of *άξια, κσανά* instead of *ξανά)*
- failure to use accents; accents are not optional and failure to produce accents constitutes a spelling error
- incorrect use of definite and indefinite articles (*οι Όλγα* instead of *η Όλγα, ένα κοπέλα* instead of *μία κοπέλα)*
- lack of agreement in number and person between the subject and the verb of a sentence (*τα κορίτσια βάζει* instead of *τα κορίτσια βάζουν, η Μαρία δείχνουν* instead of *η Μαρία δείχνει)*
- inability to provide a verb in a past tense; few students were able to distinguish between the aorist (simple past) and the imperfect (continuous past)
- inability to conjugate verbs correctly, even regular verbs in the present active indicative
- incorrect use of the middle/passive voice (*ονειρεύω* instead of *ονειρεύομαι, παντρεύω* instead of *παντρεύομαι)*
- inability to use common verbs such as *πρέπει* and *μου αρέσει/μας αρέσουν*
- use of anglicisms such as *το κάρο, το τελεβίζιο, ο μπόσης*
- poor use of the dictionary (confusion with the words *εθνικός, ναός, εικόνα, αντίγραφα* and their meanings in English).

Students' answers in both Greek and English must be coherent and legible. Students must ensure that they have answered the questions fully. The amount of space given to answer a particular question is a good indication of the length of the anticipated response. Students should always check if the question requires them to present their answer in point form or in full sentences. The sections of the examination that require students to respond in Greek carry a mark for language and students are expected to write in full sentences in order to demonstrate linguistic accuracy and sequencing of ideas in Greek. Students should avoid restating the question as this takes up valuable time and space and does not allow sufficient scope to complete the requirements of the task. All answers must be based on the texts; this is stated clearly in the instructions of each section of the examination. Students should not provide information beyond the scope of the question and they should not include prior knowledge of the topic that is not included in the texts.

SPECIFIC INFORMATION

Section 1 – Listening and responding
Part A – Answer in English

Students displayed very good listening comprehension skills and their responses in English demonstrated a good understanding of the Greek listening texts. Students should familiarise themselves with the questions in this section during reading time in order to determine the information they will be required to extract from the listening passages. They should take advantage of the two readings of the texts to make notes and identify key words in the note-taking space provided on the examination paper. The pause between the readings of the texts should be used to consult a

 © VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY 2011

dictionary to determine the meaning of key words. Students should ensure that their final response is written in the space provided for the answer as no credit is given for answers outside this space.

Students must exercise caution when deciding on a response; they need to check their responses to ensure that the question has been appropriately addressed. For example, there were two parts to Question 2a. Students were expected to indicate who Mr Doukas was and why he was in Melbourne; however, a number of students answered only one part of the question. Question 2b. expected students to make the connection between windmills and the production of flour, but a number of students failed to do so or gave confused answers.

Text 1
Question 1a.
The film is old and in black and white.

Question 1b.
Vougiouklaki (three of):

- is a national actress
- is talented
- is intelligent
- spreads joy
- is charming.

Question 1c.
All of:

- different cities and villages in Greece
- different cities and villages in Cyprus
- Australia.

Question 1d.
Because he is a student/the film is about school.

Text 2
Question 2a.
He is (both of):

- the mayor of the town of Mykonos
- in Melbourne to attend a conference/to give a speech on the environment.

Question 2b.
The windy conditions powered windmills, which made flour for their bread.

Question 2c.
Three of:

- a substantial part (50 per cent) of their electricity need is met by wind power
- wind-generated electricity does not pollute the atmosphere
- wind-generated electricity is a renewable energy source
- island authorities have ordered more windmills/generators.

Part B – Answer in Greek

In this part of the examination, students were required to demonstrate their capacity to understand aspects of a Greek listening text by responding in Greek. Ten marks were awarded for the comprehension of the text and five for conveying information accurately and appropriately in Greek. Most students showed a sound understanding of the content of the text.

Students must ensure that they respond in complete sentences when requested. Their sentences should communicate their ideas in their own words. Some students answered in point form, directly copying from the spoken text. These students did not demonstrate their own ability to communicate fluently in the language and thus were not awarded full marks.

Text 3
Question 3a.
Olga and Dimitri are married/a married couple.

Question 3b.
Six of:
- the unmarried girls filled a container with water from the village fountain/spring
- the girls were not permitted to speak to anyone on the way
- the girls placed something personal in the container
- the container was sealed and left out in the village square for the night
- during the night, they would dream of the man they would marry
- in the morning, they would open the container/retrieve their personal items
- they would drink some of the 'silent water'
- the first male name mentioned would be the name of their future husband.

Question 3c.
All of:
- they maintain the custom of the 'silent water'
- young men light fires (in the village squares)
- they jump through the fire for good luck.

Section 2 – Reading and Responding
Part A – Answer in English

This section of the examination assessed students' capacity to understand and convey general and specific aspects of the text. Before attempting this section, students should take the time to read over the text a few times and try to understand the gist of the passage. They should also familiarise themselves with the questions. It is not necessary to know the meaning of all words.

Most students were able to draw appropriate information from the Greek reading text. Students are reminded that all answers must be based on the information provided in the text and not on prior knowledge. Section 2, Part A was worth 20 marks and was based on one text. A number of questions related directly to the content of the text, while other questions were deductive. The order of the questions corresponded to the order in which the information was presented in the text. Some questions required a response that related to the text as a whole (Questions 4f. and 4g.). Students should be prepared to comment not only on the content of a text but also on the purpose of the text and the type of audience it is addressing. Both these and questions on aspects of the language of the text, such as the use of tone and register and the appropriateness of the language for its specific purpose, are clearly prescribed in the *VCE Greek Study Design*.

Students should read the questions carefully before answering to avoid careless mistakes. In Question 4e., students were expected to list four 'facilities' of the museum, but some students discussed the design of the museum instead. The multiple-choice question (Question 4g.) required attention to detail.

Text 4
Question 4a.
It is (both of):
- directly under/very close to the Acropolis
- built over an archaeological site/an ancient neighbourhood of Athens.

Question 4b.
The floor of the room slopes upwards and this reminds the visitor of the ascent to the Acropolis/entering the museum reminds them of entering the Acropolis.

Question 4c.
Four of:
- the glass allows sunlight to bathe the exhibits
- the glass allows views of the Parthenon
- the glass allows the visitor to imagine himself/herself on the actual Acropolis

- the glass floor allows views of the archaeological site below
- the visitor is given the impression that he/she is among the ruins.

Question 4d.
Original sculptures and copies of the sculptures found in the British Museum are exhibited in the positions in which they were on the temple. The visitor is able to have a more complete picture of the temple.

Question 4e.
Four of:

- the temperature is controlled
- the quality of the air is controlled
- computers are available in all rooms to inform the visitor
- the museum has a theatre
- the theatre has a metro/underground train station.

Question 4f.
Three of:

- declaring that the museum is worthy of the artefacts it houses
- praising the museum's design
- highlighting the museum's facilities
- emphasising the museum's uniqueness
- use of vivid/colourful/descriptive language
- declaring the success of the museum at the end.

Question 4g.
It closely connects exhibits with the archaeological site.

Part B – Answer in Greek

This task required students to write a paragraph in Greek in support of Maria's job application for the position of travel agent. Most students performed well in this task. They were able to identify five aspects from Maria's resume and explain how these made her suitable for the job. The more capable students understood the purpose of the task and did not merely copy from the given text. These students demonstrated their own ability to process information and manipulate language to convey information accurately and effectively in Greek.

In Part B, students were required to answer in Greek and in full sentences. This was stated clearly in the instructions for this section of the examination. Students were required to organise and link ideas in sentences and within a paragraph. Answers given in point form did not allow students to demonstrate their ability in the language and were not awarded full marks.

Text 5
Question 5
Maria (five of):

- has the appropriate tertiary qualifications and computer skills for the advertised job
- has experience in the job, having worked as a travel agent in the past
- can speak a number of foreign languages, including Greek, English and German, which allows her to communicate with clients
- is young and can relate to the young customers the travel agency is targeting
- has experience in dealing with young people through her involvement in the youth group
- has demonstrated generosity/good character in volunteering for the Olympic Games and the Children's Hospital Appeal
- has a personal interest in travelling/has travelled herself and this will assist her to advise clients
- displays an interest in Greek culture and this will assist her in advising her clients.

Section 3 – Writing in Greek

In this section of the examination, students were required to write 200–300 words in Greek on one of the five topics provided. Each topic represented a different text type and style of writing. 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
  - relevance of content in relation to the task set
  - comprehensiveness and sophistication of content
- appropriateness of structure and sequence
  - organisation and sequencing of ideas within and between paragraphs
  - cohesiveness of writing within and between paragraphs
- accuracy, range and appropriateness of vocabulary and grammar
  - accuracy of vocabulary and grammar
  - variety of vocabulary and grammatical structures
  - appropriateness of vocabulary and grammar for the text type, audience, purpose and context of the task.

All questions in this section of the examination were attempted by students. The personal letter (Question 8) and the evaluative report (Question 9) were the most popular choices. On the whole, students displayed a good knowledge of the different characteristics of the text type and style of writing they chose. It should be noted that the text types marked with an asterisk in the study design are those that students are expected to produce in the examination.

Students should select a topic that is familiar to them and one that requires the kind of writing and text type that best suits them. Students must establish the tone and register of the task from the outset and must always keep in mind the audience for whom they are writing. They should ensure that they do not digress from the topic or include rote-learned material that is unrelated to the task. Ideas should be developed coherently and grouped into separate paragraphs that link effectively. It is essential that students allow time to plan their response and time to proofread it at the end of the examination.

Question 6

In this imaginative story, students were expected to develop a story line that concluded with the proverb 'Better late than never'. A small number of students attempted this question. Some students were skilled in the devices of storytelling: they created an appropriate time, place and atmosphere and their ideas were well organised in sentences and paragraphs that linked well. Other students provided predictable plots that lacked creativity and originality. A poor range of vocabulary and understanding of language structures often contributed to a weaker story line. A number of responses did not relate to the proverb at all and in a few cases students produced responses associated with other unrelated proverbs. Some responses resembled personal journal entries rather than imaginative stories in which ordinary day-to-day events were described.

Question 7

In this newspaper article, students were required to persuade readers to take their holidays in Australia rather than overseas. This question was attempted by a small number of students and some good responses were produced. Students were able to draw from their own experiences and successfully put forward a number of convincing arguments to persuade the reader to holiday in Australia rather than abroad. The more capable students exhibited good writing skills, the appropriate formal register for the task and the appropriate conventions of the text type. In a few cases students compared Australia to Greece and attempted to convince the reader to holiday in Greece rather than Australia, which was contrary to the prescribed task. A number of students included rote-learned material on other topics covered at school, without manipulating the content to suit the prescribed task.

Question 8

In this personal letter, students were expected to write to a friend and explain why they were unable to attend their friend's 18th birthday party. This question was a popular choice and was completed with varying degrees of success. Most students observed the conventions, content and style appropriate to an informal personal letter. Many responses included fairly predictable explanations for their inability to attend the birthday party, such as an overseas vacation or a sudden death/illness in the family. Having given a brief explanation of their inability to accept the invitation, some students went on to give irrelevant details of what they will be doing instead at the time of the party. A number of students described what they would be doing during their holiday in Greece or mentioned a list of places they planned to visit. These students demonstrated a tendency to include pre-learned material that did not relate directly to the task.

Question 9
This question required students to write an evaluative report on the use of mobile phones. Students were expected to evaluate at least two advantages and two disadvantages. This question was another popular choice and was generally answered well, despite the degree of difficulty associated with formal evaluative report writing. Most students who attempted this question were able to adopt the required evaluative approach and successfully discuss in detail at least two advantages and two disadvantages of mobile phone use. Some students, however, merely gave a list of advantages and disadvantages without providing sufficient support for their arguments. Most students displayed the appropriate conventions of the text type. The majority of students also demonstrated a good range of vocabulary and language appropriate to the purpose of the task.

Question 10
Students were asked to write the script for a speech to be delivered in class to inform fellow students about the person who has had the most influence on their life. Most students were able to successfully identify and describe a person that they greatly admired. Few, however, were able to explain how or to what extent their chosen person had influenced their lives. Many students chose to write about a parent or a grandparent. A number of students included pre-learned material. Some students presented information drawn from the topics of 'Friendship' and 'The role of women in society'. These students often gave general information on friendship and the role of women rather than focus on the attributes of their specific person. A number of responses to this question resembled articles or reports rather than scripts for a speech. This suggested that students were attempting to incorporate pre-learned material into their responses.