2023 VCE Greek oral external assessment report

Refer to the relevant [study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/languages.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Languages-index.aspx) for full details on this study and how it is assessed.

Section 1: Conversation

What students did well

In 2023, students:

* engaged in a general conversation about their personal world and their interactions with the language and culture as learners. For example, students provided excellent information about what they did during free time and referred to its impact on their lives.
* provided a range of relevant information, ideas and opinions with an appropriate depth. For example, when discussing their attendance at a Greek festival, students were not only able to evaluate its success but also commented on how it contributed to maintaining their Greek identity
* elaborated on, clarified and defended ideas and opinions. For example, students elaborated on why they chose to study a particular course at university by referring to its strengths and the interests they had in that area. Some students went further, linking the course to the possible contributions they could make to society in the future
* demonstrated an excellent level of understanding by responding readily and communicating confidently, and carrying the conversation forward with spontaneity. For example, when talking about a holiday they had taken in Greece, students were able to spontaneously make comparisons between places they had visited and to suggest the benefits that some places offered them
* responded confidently and were able to advance the conversation, including the use of appropriate repair strategies as needed. When students happened to say a word in English such as ‘like’ or ‘and’, they immediately corrected themselves and offered the appropriate Greek word
* used appropriate vocabulary
* used appropriate grammar and sentence structures; for example, έχω πολύ καλό δεσμό με τα αδέλφια μου (‘I have a very good relationship with my siblings’), πιστεύω ότι οι διακοπές μου στην Ελλάδα θα μου δώσουν την ευκαιρία να… (‘I believe that my holiday to Greece will give me the opportunity to…’)
* used appropriate expression, including pronunciation, intonation, stress and tempo.

Areas for improvement

In preparing for this exam, students could:

* ensure adequate preparation for the conversation with relevance, depth and range of information, ideas and opinions. Some students were more prepared to elaborate on their personal world but needed to develop more interesting and in-depth ideas and opinions about their interactions with the Greek language and culture
* practise answering a range of questions to be able to advance the conversation. For example, instead of practising answers for πoια μαθήματα κάνεις φέτος (‘What subjects are you studying this year?’), they could practise answering για πoiο λόγο διάλεξες τα μαθήματα αυτά φέτος (‘For what reason did you choose these subjects this year?’), so that they become familiar with explaining and justifying the reasons why they chose the subjects instead of simply naming them
* build confidence through practising interactions in the Greek language. Where possible, students could visit places where Greek is spoken, converse in Greek with different people, or watch Greek TV to gain confidence in the language
* practise using more complex sentence structures and syntax. For example, instead of saying θέλω να πάω για διακοπές στην Ελλάδα (‘I want to go to Greece for holidays’), students could use a more complex sentence like ελπίζω το όνειρό μου να ταξιδέψω μελλοντικά στην Ελλάδα να πραγματοποιηθεί (‘I hope that my dream to visit Greece in the future will become a reality/is fulfilled’); instead of saying μου άρεσε πολύ το φεστιβάλ Αντίποδες (‘I really liked the Antipodes festival’), they could use a more complex sentence such as μου άρεσε το φεστιβάλ Αντίποδες γιατί δίνει την ευκαιρία σε εμάς τους νέους να αγκαλιάσουμε την ελληνική ατμόσφαιρα (‘I liked the Antipodes festival because it gives us young people the opportunity to immerse ourselves in the Greek atmosphere’)
* practise using repair strategies to advance the conversation when needed
* revise grammar. For example, students should:
* avoid errors in agreement of words (article, adjective, noun etc.). For example, students used στη ελληνικό εστιατόρια instead of στα ελληνικά εστιατόρια (‘the Greek restaurants’), το φωτογραφία μου instead of η φωτογραφία μου (‘my photograph’), καλό μέρα instead of καλή μέρα (‘good day’), στη Πάσχα instead of το Πάσχα (‘Easter’), and το ελληνικό μουσική instead of η ελληνική μουσική (‘the Greek music’)
* use the correct form of the verbs, such as: έχω πάει (‘I went’), not είχα πάω, να προσπαθήσω (‘to try’), not θα προσπαθίζω
* know how to conjugate common verbs that they are likely to use, such as χρειάζoμαι (‘I need’) and not make errors such as χρειάζω 30 βαθμούς (‘I need 30 marks’)
* build vocabulary specific to the student’s personal world and their interactions with the language and culture as learners. Students may be asked about a subject that they like or a holiday that they prefer, and they should be able to use words such as μου αρέσει, πήγα, μελετώ/σπουδάζω, τα μαθήματα, ταξίδεψα (‘Ι like, Ι went, Ι study, the subjects, I travel’) correctly in different sentence structures. Students also need to learn the correct words for the subjects they are studying, for example, ψυχολόγος not ψυχολογιστής (‘psychologist’), and αρχιτέκτονας not αρχατεχτόνας (‘architect’)
* practise pronunciation, intonation, stress and tempo. There were some errors in the stress and accent of words, for example, ο σκόπος μου (‘my purpose’), ποδοσφαίρο (‘football’), εξετάση (‘examination’), αγχός (‘stress’), πολίτισμος (‘culture’) instead of ο σκοπός μου, ποδόσφαιρο, εξέταση, άγχος, πολιτισμός.

Section 2: Discussion

What students did well

In 2023, students:

* clearly introduced the focus of their subtopic, alerting assessors to the image brought to support the discussion of the subtopic
* demonstrated in-depth knowledge of their subtopic. Some students used a variety of resources, such as articles, movies, or interviews, that provided them with a wealth of information from which to form their own ideas and opinions
* used the image skilfully to support the discussion on the subtopic. The image was clear and easily visible to assessors, about A4 size, and contained enough detail to support and enrich the discussion on the subtopic
* engaged in a discussion using relevant information, ideas and opinions
* clarified, elaborated on and defended opinions and ideas. Students who had researched a variety of resources had formed their own opinions on the subtopic and were thus able to provide sufficient information that they could express clearly and logically. For example, on the topic of ‘Erotokritos’, some students were able to elaborate on its contribution to the country’s cultural heritage and also defend the importance of young people studying the text/poem
* communicated effectively with assessors throughout the discussion, including the use of repair strategies. For example, when a mistake was made, such as είχαν το ίδιο καταγωγή, it was immediately corrected to είχαν την ίδια καταγωγή (‘came from the same background’). το δουλεία μου ήταν was corrected to η δουλειά μου ήταν (‘my job was’) and so the discussion was able to flow naturally
* used appropriate vocabulary such as η εξέλιξη του ρεμπέτικου (‘the development of Rebetiko’), ένιωσαν απελπισία όταν είδαν… (‘they felt disillusioned when they saw…’)
* used appropriate grammar and sentence structures; for example, πιστεύω ειλικρινά ότι η διατήρηση των ελληνικών εθίμων εδώ στην Αυστραλία δεν είναι πάντοτε τόσο εύκολη (‘I sincerely believe that the preservation of Greek customs in Australia is not always that easy’)
* used appropriate expression, including pronunciation, intonation, stress and tempo; for example, μεταναστευτικό κύμα (‘wave of migration’), τα πλεονεκτήματα ήταν πολλά (‘the advantages were many’).

Areas for improvement

In preparing for this exam, students could:

* choose an appropriate subtopic (from either the prescribed theme ‘The Greek-speaking communities’ or the prescribed theme ‘The world around us’) to suit ability and interests and an image that supports discussion about the selected subtopic. A subtopic on science and technology may be more suitable for a student with sound language skills, whereas a subtopic on Greek-speaking communities might be more accessible and less challenging for other students. Also, sensitive subtopics, such as aged care facilities/nursing homes and elderly frail grandparents, should be avoided as they may have an emotional impact on the student during the examination
* prepare a wide range and depth of information, ideas and opinions with an original perspective on the subtopic. Students should research a variety of resources so that they are able to compare information, reach conclusions, propose solutions etc. and not just state facts. Researching only one resource does not provide students with enough information on which to build their own opinions and ideas and does not enable them to demonstrate an ability to combine and build on concepts and ideas. It was observed that when students did not have sufficient resources to draw upon, they relied too much on the visual to carry the conversation forward
* avoid listing facts without expressing a point of view or presenting general knowledge as research. For example, describing what happened when someone migrated to Australia should be followed by making judgments on the problems they were confronted with, and stating which problems they found more challenging and why
* convey information learnt from sources but also express an opinion with an original perspective on the subtopic. For example, comparing two different periods of migration, such as a wave of migration decades ago with a wave of more recent migration, would enable the student to present a wide variety of interesting ideas and opinions
* use the approved visual material to support the discussion on the subtopic. These materials must consist of a single image on a piece of paper no larger than A3. The image should be large enough for assessors to see it easily. It must be clear and, where possible, A4 size (unless it is an authentic clear photo), clearly depicting something that contains enough detail to enable the student to make connections to the subtopic and thus enhance the discussion. In addition, the image must not have identifiable features of the students’ school/class/teacher
* avoid relying on pre-learned responses that do not address an assessor’s question. Some students gave a pre-learned introduction that was fluent, containing accurate and appropriate language and structures, but then were unable to effectively address follow-up questions from the assessors and often tried to revert back to pre-learned answers
* practise using repair strategies
* revise grammar. For example, students should work on reducing:
* errors with articles; for example, using το εφημερίδα instead of την εφημερίδα (‘the newspaper’), ένα άλλο δυσκολία instead of μία άλλη δυσκολία (‘one other difficulty’), μία γράμμα instead of ένα γράμμα (‘one letter’)
* errors with word endings; for example, using πολλές Έλληνες instead of πολλές Ελληνίδες (‘many Greek women’)
* errors with verb tenses; for example, using θέλω να πήγα instead of θέλω να πάω (‘I want to go’)
* build vocabulary specific to the selected subtopic. For example, on the subtopic of friendship: η επικοινωνία μεταξύ φίλων (‘the communication between friends’), αναπτύσσεται ο δεσμός (‘the bond is developed’), μακροχρόνια φιλία (‘long lasting friendship’), and εμπιστοσύνη (‘trust’). On the subtopic of the return of the Parthenon marbles: συμφωνία (‘agreement’), συζήτηση (‘discussion’), επικράτησε (‘dominated’), μελετητές (‘researchers’), εκτίθενται (‘exposed’), εκστρατεία επιστροφής των μαρμάρων (‘campaign for the return of the marbles’), and οι βρετανικές αρχές αρνούνται (‘the British authorities decline’)
* practise describing the relevance of the image to the subtopic. For example, instead of just describing the details depicted in the image, ensure that connections are made between the image and the subtopic that enhance the discussion
* practise pronunciation, intonation, stress and tempo. For example, students should try to reduce errors with the accent of words ο νιοπάντρος (‘newly married’), η προικά (‘the dowry’), η κατάγωγη, (‘the origin’), η μεσόγειακη διάτροφη (‘the Mediterranean diet’), πολλά μερή (‘many places’) instead of νιόπαντρος, προίκα, καταγωγή, η μεσογειακή διατροφή, πολλά μέρη.