2022 VCE Macedonian written external assessment report

General comments

Most of the 2022 VCE students in Macedonian demonstrated adequate knowledge of the structure of the examination process. Students understood the listening and written texts and responded accurately to most questions in all sections of the examination. Students generally highlighted the key words in the questions which assisted them to extract and use the correct information in their responses. Students should remember to include information from the texts and not from prior knowledge, as they will not be awarded any marks if they don’t include information from the texts.

It is important that students practise writing extended responses under timed conditions, as a number of students in Section C did not fully complete their responses.

Dictionary skills also require improvement as students should learn to choose the word that best suits the context of the text.

Students' responses indicated the need for more practice in listening and writing, and to focus on using a broad range of vocabulary and applying correct grammatical structures.

Some areas of concern were:

* lack of agreement between nouns, adjectives, pronouns and numbers in gender, for example македонско традиционален облeka instead of македонска традиционална облека (traditional Macedonian costumes); од мојот искуство instead of од моето искуство (from my experience)
* lack of correct article for nouns, for example, the suffix наставка, in мајка на, instead of мајката на (the mother of)
* usage of the incorrect verb tense, for example не ќе бидет instead of нема да бидат (they won't be interested)
* incorrect use of proper verb endings, for example требиме*~~,~~* instead of треба да(have to)
* using English letters (c instead of k and ц)
* using English syntax in sentences, for example, треба да има некој професија кој ја сака instead of некој треба да има професија која ја сака (one should have a profession that one loves).

Specific 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: Listening and responding

Part A – Listening and responding in English

Text 1

Question 1

Four of the following:

* sunny with partial clouds / (just) sunny
* local rain in western suburbs / local rain / rainy
* possibility of a storm in the east / possible stormy weather
* mild to moderate wind from the southeast (wind must be described as 'mild to moderate’, southeast may be omitted)
* max temperature will be 29 degrees, and the minimum will be around 12 degrees.

Students performed well on this question, providing accurate answers, some in entire sentences.

Part B: Listening and responding in Macedonian

Text 2

Question 2a.

* Вера бара од Томе да и помогне да ги пресели нејзините работи (Vera asks Tome for help moving her belongings/things).
* двајцата биле дел од дружина во детството (They were both parts of a gang in their childhood).
* тие се договарале во семејната гаража/ седиштето на дружината било во гаражата/ тие поминувале саати таму (They practised in the family garage / the headquarters of the gang was in the garage / they spent hours there).
* тие се заколнале дека ќе бидат пријатели за секогаш (They have taken an oath that they will be friends forever).

The following is an example of a high-scoring response.

* Вера и Томе се пријатели бидејќи бараат помош еден од друг (Vera and Tome are friends because they call each other for help).
* тие се грижат еден за друг (They are concerned about each other).
* тие зборуваат за времето поминато на училиште (They talked about their time in school)
* тие имаа дружина со седиште во нејзината гаража (They had a group/gang, which stayed in her garage).

Question 2b.

* заедно да одат и да се враќаат од училиште (going to school and coming home from school together).
* да ги чуваат тајните на дружината (keeping the gang’s secrets).

Most of the students did very well in answering the question~~s~~. However, 'be friends forever’ was not accepted as an answer as it is not a ‘rule’.

Text 3

Question 3

* добро да го испланираат времето / редовно да се среќаваат (organise time efficiently / meet regularly)
* прво да ги научат главните принципи (master basic concepts first)
* постојано да вежбаат/ многу да вежбаат/ редовно да го повторуваат материјалот (constantly practise / practise a lot / revise the material regularly)
* користете ги интерактивните вежби и експерименти на интернет за помош со тешките теми (use online interactive activities and experiments to help with difficult topics)
* дружете се со другите учесници на натпреварот (socialise with other participants in the competition).

Most students scored three marks; only a few students included 'socialise with other participants in the competition’.

Text 4

Question 4a.

* Stay on a houseboat on the Murray River with close family for a weekend.
* Drive a hired convertible through the valley top down.
* Have lunch at a beautiful, well-known winery ('well-known’ [позната] had to be mentioned to obtain a mark)

Most of the students managed to find two points and were awarded two marks.

Question 4b.

* He says that water relaxes / nature there is beautiful.
* He says that it will be exciting/unforgettable.

The majority did not use the keywords: 'exciting' (возбудливо), 'unforgettable' (незаборавно), 'beautiful' (прекрасно). Therefore, more work on vocabulary is needed.

Text 5

Question 5a.

* Macedonian schools have humanities and a mathematical stream.
* The sports in Australian schools are cricket and rugby, but in Macedonian schools they follow European sports like soccer and handball.
* Languages: Japanese is offered in the Australian school, and the Macedonian school offers European languages.

Most students did not compare the schools and listed the school subjects separately.

Question 5b.

* They care about their children's well-balanced education, including sports and languages.
* Parents hope that their children will like / will be happy with education in Macedonian schools.

This was a more difficult question for many students: again, lack of vocabulary.

Text 6

Question 6a.

* The villages in Mariovo, where only older people have remained because the younger generations have all moved overseas or to the cities.
* In Virovo, at the springs, the women wash the wool and dye the woollen products in a traditional way.

Some students did not answer the second part of this question, about the village Virovo and about the traditional way of washing and dying woollen blankets.

Question 6b.

* She writes with authentic humour in the language.
* She writes about contemporary themes such as everyday life, relationships, family, lonely people etc.
* She writes about the joys and sorrows we encounter in life.

Most of the student's answers were correct; most mentioned ‘authentic humour’, ‘joys in life’, ‘she writes for ordinary people’.

Section 2: Reading and responding

Part A

This part was assessed according to the following criteria:

* understanding general and specific aspects of texts (for example, by comparing, contrasting, summarising or evaluating)
* appropriately conveying the information.

Generally, students understood most of the texts and responded well. However, some students only translated the given sentences and did not respond specifically to the questions; others added their own information or repeated the same answers for a few questions.

Students are advised to read the texts carefully, look at the keywords in the questions and respond to them accurately and appropriately. They should use the context to understand words they don’t know when looking them up in the dictionary.

Text 7

Question 7a.

* It fulfils her / makes her happy.
* It brings her closer to her heritage.

Question 7b.

* Old houses that look like a museum.
* Its environment is a place of inspiration for poetry.
* Velestovo has Poetry Nights / ~~A~~llows authors to stay there to work and be inspired.

Students responded very well to both questions.

Text 8

Environmental reasons:

* cutting down the forests / destruction of land
* pollution (e.g. gas emissions)

Health reason:

* a healthy diet with more vitamins and minerals

Economic reasons:

* meat is expensive / plant-based foods are cheaper
* insecure employment / young people are unable to spend a large amount of money.

The majority of students scored three marks out of five.

Part B

Responses were assessed according to the following criteria:

* demonstrated an understanding of the stimulus text
* text was appropriate and relevant to context, purpose and audience
* structure and sequence of information and ideas
* manipulated language structures and vocabulary in Macedonian.

Text 9

Question 9

Students were required to write an informative article about preserving their heritage. The question was answered well by most students. High-scoring responses included the main relevant points, adhering to the characteristics of the text type and the kind of writing, structured and sequenced ideas effectively and manipulated language from the original text to convey meaning. However, some students did not include the relevant points and wrote their own ideas. These students were unable to write with originality and simply copied sentences from the text.

Section 3: Writing in Macedonian

This section of the examination assessed students' ability to create an original text in Macedonian. Students chose one of three questions, each requiring a different text type and a different kind of writing.

The responses were assessed according to the following criteria:

* relevance, breadth and depth of content
* appropriateness of structure, grammar and range of vocabulary
* use of the conventions of the text type

Question 10

Students were asked to write an imaginative journal about how their life changed when they got a robot that could read people's minds. This question was chosen by many students and answered well by most.

The personal story required using descriptive language, adjectives and adverbs. It was expected that students use creativity and imagination to entertain the reader and create a strong sense of context and situation. Some students wrote dramatic stories about loyalty, friendship or betrayal. High-scoring responses also used techniques such as variation in sentence lengths and careful control of structure and sequencing to create an atmosphere. Students who did not score highly often included less-developed ideas and did not demonstrate sufficient features of the required text type and kind of writing.

Question 11

Students were required to write the script for a speech they would present at a forum, in which they had to evaluate the positive and negative influence of videos and other services on young people.

This question was the least popular. There were a few responses, but they often lacked elaboration. Some students required a broader range of vocabulary as words such as ‘negative’ and ‘positive’ were constantly repeated. Moreover, the writing wasn't structured clearly as a speech with an introduction, body and conclusion. Students who scored highly included well-developed ideas, a good range of vocabulary and accurate sentence structures, and adhered to the characteristics of the text type.

Question 12

Students were required to write a post for students who read career blogs to persuade their readers that parents have no right to influence their children's career choices.

There were some very good responses on this topic. Some students employed emotive language when describing their feelings or ideas about the future and their sense of happiness in relation to choosing a career of their own choice. Students used formal language and adopted persuasive techniques to convince and engage the readers. However, some students provided limited ideas to support their arguments and instead repeated the statement 'that parents have no right to choose careers for their children’.