2024 VCE Macedonian oral external assessment report

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

Section 1: Conversation

What students did well

In the 2024 examination, students:

* engaged in a general conversation about their personal world, including, for example, school and home life, family and friends, interests and aspirations. Students were asked questions to describe themselves, talk about their family, pets, hobbies and out-of-school activities, part-time work, future plans, school subjects, learning the Macedonian language, and their connection with the Macedonian community. Students were able to give their thoughts about their interactions with Macedonian culture, especially if they had travelled overseas. For example, Од сите места во Македонија, мене најмногу ми се допаѓа Охрид. Го сакам градот, старите цркви, плажите, ноќниот живот. (Of all the places in Macedonia, I like Ohrid the most. I love the city, the old churches, the beaches, the nightlife.)
* provided a range of relevant information, ideas and opinions with an appropriate depth. For example, Со моето семејство многу често патуваме во нашата земја и секогаш со големо задоволство се враќам таму. И таму се чувствувам како дома. (My family and I travel to Macedonia very often and I always return there with great pleasure. I also feel at home there.)
* clarified, elaborated on and defended ideas and opinions
* demonstrated an excellent level of understanding by responding readily and communicating confidently, and carrying the conversation forward with spontaneity
* responded confidently and were able to advance the conversation, including the use of appropriate repair strategies as needed. High-scoring students had natural pauses to allow assessors to ask questions, which allowed for a more natural conversation. These students did not require any support from the assessors
* used appropriate vocabulary, for example, играње фудбал, кошарка (playing soccer, basketball); and пешачење (hiking)
* used appropriate grammar and sentence structures, for example, Со моето семејство гледаме филмови или одиме на патувања за време на викендите. Јас играм фудбал со моите пријатели. (With my family, we watch movies or go on trips on the weekends. I play soccer with my friends.)
* used appropriate expression, including pronunciation, intonation, stress and tempo, for example, Тоа е многу интересно прашање! (It is a very interesting question!).

Areas for improvement

In preparation for the examination, students could:

* ensure adequate preparation for the conversation with relevance, depth and range of information, ideas and opinions
* practise answering a range of questions to be able to advance the conversation
* build confidence through practising interactions in Macedonian with family, friends, teachers and native speakers, and also by reading books, listening to podcasts, and radio, or watching Macedonian movies
* practise using more complex sentence structures and syntax. Students who did not score highly provided very short, usually basic answers, using anglicisms
* practise using repair strategies to advance the conversation when needed
* revise grammar. The following errors were evident:
* incorrect sentence structure
* incorrect use of prepositions, for example, using во (in) instead of на (on) in cе запишав за математика (I signed up in mathematics), and јас ќе одам во факултет (I will go in university)
* incorrect use of the modal verb ‘треба’, for example, using требам/требаш instead of треба (should) in јас требам да правам, требаш да одиш (I should do, you should go)
* incorrect use of gender/number of nouns and adjectives, for example, using еден (one – masculine form) instead of едно (one – neutral form) in јас имам еден маче (I have one cat)
* incorrect use of tenses and verbs, for example, using имам бидено instead of сум бил (I have been) in имам бидено (I have been)
* incorrect use of short and long pronominal forms, for example, using му (to him – masculine form) instead of ѝ (to her – feminine form) in му реков на сестра ми (I told my sister)
* using English syntax, for example, using правам (I do) instead of учам (I study) in Јас правам два предмети на школо (I do two subjects at school)
* build vocabulary specific to the students’ personal world and their interactions with the language and culture as learners. Students need to learn more sophisticated vocabulary in order to achieve higher scores
* practise pronunciation, intonation, stress and tempo
* be aware of not using anglicisms such as дизајна (designer), хисторија (history), трафик (traffic).

Section 2: Discussion

What students did well

In the 2024 examination, students:

* clearly introduced the focus of their subtopic, alerting assessors to any objects brought to support the discussion of the subtopic. In this part students gave an approximately one-minute introduction of their chosen subtopic and the resources they used for preparation. Students’ discussions were around one of two topics:
* weddings in the past and now
* migration from the Macedonian villages in the 1950s, with a focus on the novel *The Last Villagers* by Macedonian author Petre M Andreevski
* demonstrated in-depth knowledge of their subtopic. For example, students were able to make comparisons between Macedonian traditional weddings in the past and modern Macedonian weddings. They were able to make comparisons between migration in the past and present and the main causes for each
* engaged in a discussion using relevant information, ideas and opinions
* clarified, elaborated on and defended opinions and ideas. Most students presented a wide range of content relevant to the subtopic and showed a very good level of preparation
* communicated effectively with assessors throughout the discussion. Most students were able to link with the assessors and maintain the discussion until the end. They were able to understand assessor’s questions and answer adequately
* used appropriate vocabulary. The range of vocabulary was of a good level, for example, Некои обичаи се задржани до ден-денес (Some customs have been retained to this day)
* used appropriate grammar and sentence structures.

Areas for improvement

In preparation for the examination, students could:

* prepare with an appropriate number of quality sources, for example, a combination of oral and visual, as well as written texts, to explore the subtopic in sufficient depth. The lack of resources was evident in some students’ presentations, as they were not able to elaborate on some points. For example, some students could not elaborate on specific customs or traditions and were not aware of some very important traditional events associated with their subtopic
* convey information learnt from sources but also express an opinion with an original perspective on the subtopic
* use the image to support the discussion on the subtopic. Students need to ensure that the image of their choice helps them expand on the key points they would like to make in their discussion
* practise using repair strategies
* revise grammar. Most of the errors were as follows:
* mixing past tenses when re-telling the plot of the novel, for example, from the past definite imperfect tense to the L-form: using Тој живееше сиромашно (he lived in poverty) instead of Тој живеел сиромашно (he has lived in poverty)
* using the incorrect gender for nouns and adjectives, for example, using Го видов мајка ми како шиеше instead of Ја видов мајка ми како шиеше (I saw my mother sewing); using вториот светска војна instead of втората светска војна (World War II)
* incorrect use of short and long pronominal forms, for example, using тој не *му* верваше на неа (he didn’t trust him) instead of тој не ѝ веруваше нејзе (he didn’t trust her).