2024 VCE Macedonian written examination report

General comments

Most of the 2024 VCE students in Macedonian demonstrated good knowledge of the structure of the examination. A few students answered questions in the incorrect language.

It is important for students to thoroughly revise their knowledge of Macedonian grammar and spelling to avoid basic errors with verb conjugations in various tenses, as well as agreement of adjectival endings.

Students generally highlighted keywords in the questions to help them listen for specific information needed for their responses. Responses in Section 1: Listening and Responding in Macedonian scored lower than Listening and Responding in English for all students.

Exam preparation should incorporate:

* a focus on grammatical rules such as verb conjugations, agreements (noun–adjective), basic and complex sentence structures
* learning activities focused on the expansion of thematic vocabulary, and phrasal and idiomatic usage, as well as their application in the correct context
* practical exposure to authentic aural and written texts with different registers and styles
* writing practice for extended responses under timed conditions
* guidance on how to include information from the texts and not from prior knowledge
* practice with rephrasing content and avoiding copying large chunks of text from the prompt.

In Section 2: Reading and Responding, students were strongly encouraged to use the reading time to carefully read questions, look for keywords in the dictionary and discover unknown vocabulary within semantic fields. Students were encouraged to highlight keywords.

High-scoring responses were well structured and detailed. Students demonstrated a very good command of the language and were able to identify the main ideas, as well as the finer details, in both aural and written texts. Confident responses employed a wide range of vocabulary, applied correct grammatical structures, used comparisons and other stylistic features to express ideas, and provided elaborate examples.

Lower-scoring responses did not demonstrate a good understanding of the listening texts. Some questions were left unanswered. Instead of giving answers from the aural text, lower-scoring responses gave opinions on the questions in general.

Areas of concern included:

* responses that failed to extract the correct information needed to write another type of text (Reading and Responding section)
* whole texts written in one large paragraph
* incorrect formation of the words
* responses given in English where responses were expected in Macedonian, and vice versa.

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual 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

In Section 1, students were required to listen to six texts and answer questions. This section assessed the students’ capacity to understand and convey general and specific aspects of texts.

Most of the students highlighted the keyword in questions to help them listen for the specific information needed to answer. Responses in Macedonian scored lower than those in English for all students. Some questions were left unanswered, and some responses gave wrong answers.

Part A: Listening and responding in English

Text 1

Question 1a.

* Petar likes going on long walks in the mountains and through town.
* Ana is a fan of winter sports and it is important for her that there is snow and good ski trails.

Most of the students performed well in this question.

Question 1b.

* trails for beginners and advanced skiers (must answer both ‘beginners’ and ‘advanced’)
* illuminated trails for night skiing.

Most of the students performed well in this question.

Text 2

Question 2

Relevant answers could include:

* improve their Macedonian language skills
* learn about / learn to cook Macedonian cuisine
* learn about Macedonian celebrations and traditions
* travel to and learn about neighbouring countries’ cultures
* socialisation / social life.

Most of the students performed well on this question, providing accurate answers; however, some responses did not demonstrate an understanding of the use of ‘усовршува јазик’ (to improve, to perfect the language).

Text 3

Question 3a.

* Young people are everyday users of social media (through applications and video platforms).
* Stories disappear after 24 hours (and can't be checked).
* Social media content is funny and interesting so it influences easily.
* Young people easily believe influencers who spread misinformation.

Many responses did not score well. Low-scoring responses did not list information contained in the listening text, but rather gave opinions on the topic.

Question 3b.

* Students falsely believed their dormitories were not repaired.
* Students were convinced they could use AI in examinations.

In general, students were able to complete this task satisfactorily.

Part B: Listening and responding in Macedonian

Text 4

Question 4

Relevant answers could include:

* семето е од оригинална буковска пиперка (The seeds are from an original type of pepper)
* пренесувано од генерација на генерација, во фамилии, oд пред стотици/многу години/и одамна (passed on from generation to generation for over 100 years / from long ago)
* природен начин на подготовка/ долг и тежок процес (a natural method of preparation / long and difficult process)
* употреба на специјални алатки/инструменти (use of special utensils).

Most responses identified three out of four points.

Text 5

Question 5a.

* На нејзиниот перон застанувале и продолжувале возовите од и кон европските држави (Trains to and from European countries stopped and continued on its platform).
* Старата железничка станица е прогласена за значајно културно наследство на нашата земја (The old railway station has been declared a significant cultural heritage of our country).
* Во неа денес е сместен Музејот на градот Скопје (Today, it houses the Museum of the City of Skopje).

Most students answered this question correctly.

Question 5b.

* Таму ги пречекувале роднините и пријателите што им доаѓале на гости, тоа било место на радост, но и на солзи кога се испраќале (There they welcomed the relatives and friends who came to visit them; it was a place of joy, but also of tears when they said goodbye).
* Од Старата железничка станица тргнувале на најубавите патувања (From the Old Railway Station they set off on the most beautiful holidays).

Most students answered this question correctly.

Text 6

Question 6a.

* тие секојдневно го користат велосипедот за одење на училиште (They use bikes to go to school every day)*.*
* без разлика дали е топло или студено (in cold or hot weather / regardless of the weather condition).

Most responses scored well, especially those that included a detailed answer and used ‘без разлика на временските услови’ (regardless of the weather condition)*.*

Question 6b.

* возачите на моторни возила мора да ги почитуваат сообраќајните знаци (Drivers must follow the road rules).
* велосипедските патеки мора да бидат доволно широки (Bike paths must be wide enough)*.*
* треба да бидат безбедни и соодветно одвоени од улиците (Bike paths must be safe and suitably separated from the streets).
* брзината треба да биде ограничена и возачите да се движат побавно (The speed limit should be lowered/regulated so drivers drive slower).

In general, this question was not answered well; more work on vocabulary is needed.

Section 2: Reading and responding

Part A

Text 7

Question 7

Any five of the following:

* Effective teachers use storytelling.
* Effective teaching involves passion and hard work (must include both ‘passion’ and ‘hard work’).
* Effective teaching is about earning respect and exciting students about learning.
* Effective teaching is having flexibility/agency to make daily decisions.
* Effective teaching is knowing how to manage mixed ability classes (for instance, setting goals, providing relevant materials, providing emotional support).
* Teachers have freedom to shape the curriculum according to different student needs.

In this question, a few responses listed five points correctly. Most responses demonstrated an inability to extract specific information from the written text.

Text 8

Question 8a.

* The number of bears is not controlled in the country.
* The bears are in search of food because they cannot find food in their natural habitat.

Question 8b.

* Waste should be cleaned regularly.
* Move the bears away from the villages.
* There should be training organised for how residents can protect themselves from wild animals.

Questions 8a. and 8b. were generally well answered and the student responses were clear.

Part B

Responses were assessed according to the following criteria:

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

Text 9

Question 9

Students were required to demonstrate an understanding of the stimulus text and to write an email to persuade a friend to participate in a festival.

High-scoring responses successfully incorporated information from the stimulus text. They rephrased the content and avoided copying large chunks of text from the prompt.

Most of the students provided the correct text type in the form of an email, with use of text features such as “From: email … To: email …”, Object: … Date …). High-scoring responses successfully extracted specific information from the text and used it in another text type. Lower-scoring responses included sentences copied from the given text into the email. Structuring of the text was mainly correct, with a clear introduction, main body and conclusion.

Vocabulary, grammar and sentence structure were not always correct. Common errors included:

* incorrect use of comparative and superlative (фестивалот ќе биде повеќе забавен – The festival will be more fun)
* wrong gender/number of nouns and adjectives (различен јадење, играорна групи – various dishes, dancing groups)
* incorrect conjugation of verbs in different tenses (јас научев, знаем дека, ако ќе имаме – I’ve learnt, I know that, If we have)
* incorrect spelling of the negative form (неможев, несакав – I could not, I did not want).

Students need to carefully plan this part of the examination. Responses should adhere to the writing style and text type, and be well structured and sequenced with clear paragraphs and linking words.

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 question required a different text type and a different style 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 11 received by far the most responses. For this question, students had to write a diary entry.

High-scoring responses in Section 3 structured the text with a clear introduction, main body and conclusion. They showed very good structuring and sequencing of events and use of complex grammar.

Responses in this section generally included errors with extended vocabulary, sentence structure (use of English syntax), and the use of capital letters for names and to start a new sentence.

Lower-scoring responses in Section 3 structured the whole text in one large paragraph. Sentence structure was incorrect, as was formation of the words.

Students are encouraged to practise the cursive Cyrillic alphabet instead of print writing where possible.

Question 10

Students were asked to write an imaginative story about a young person who travelled back in time to visit their ancestors living in an ancient Macedonian settlement. The story was to be published in a magazine for young readers.

Text type: Story

Kind of writing: Imaginative

Audience: Readers of the magazine

Suggested points/responses students may have included:

* патријархалното семејство и големи проширени семејства (family patriarchs and large extended families)
* грижа за постарите членови (look after ageing family members)
* жените како домаќинки го водат домаќинството: одгледување на децата, молзење на кравите, овците, правење сирење и путер, месење леб, донесување вода од бунарите и реките, перење на раце (women as housewives running the households: raising children, milking cows and sheep and making cheese and butter, making bread, bringing water from the wells or rivers, doing the washing by hand)
* овчари, фармери, земјоделски заедници (shepherds, farmers, agricultural communities)
* потреба да се одгледуваат житарици за преживување (the need to grow life-sustaining grain crops)
* воденици за мелење брашно (water-powered flour mill)
* овошје и зеленчук одгледуван на селските ниви (fruit and vegetables grown in the village fields)
* пасење на мали стада овци и кози на ливадите (to pasture small herds of sheep and goats in the meadowlands)
* нема струја, нема водовод (no electricity, no water supply).

An example of a very good response showed imaginative writing with excellent story plot, which captured the reader’s attention.

Some stories included basic vocabulary and no clear storyline, paragraphs or linking words.

Question 11

Most of the students chose Question 11, for which they had to write a diary entry. Responses needed to include an appropriate opening and closing for a diary entry, and to describe a moment in the student’s life when they wish they had reacted differently and the lesson they learned from this experience. Students demonstrated familiarity with this text type, structuring the text correctly with a clear introduction, main body and conclusion.

Text type: Diary entry

Kind of writing: Descriptive and reflective

Audience: Self

Responses were assessed on the following:

* use of diary writing conventions
* descriptions of event (who, what, where, when, how, why); for example, you are upset, took it out on your parent and yelled at them (moral: you should always give the other person a chance and hear what they have to say because it is not always bad, and it is not their fault that somebody else did something to you)
* use of adjectives and adverbs
* use of correct tenses for past actions
* use of correct future tense to explain lessons learned and behaviours changed.

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

* ‘… Јас се чувствувам многу виновна за тоа, бидејќи на денот кога се скаравме, јас не сакав да го слушнам нејзиното мислење и се однесував многу сурово кон нејзе. Тоа ја предизвика да мисли дека не сакам повеќе да бидеме другарки и дека не се чувствувам тажна, па таа одлучи да ме блокира на сите социјални мрежи. После тоа, си го поминав денот плачејќи во мојата соба, како некој кој има изгубено родител или сестра.
… I feel very guilty about it, because the day we had an argument, I didn't want to hear her opinion and I was very cruel to her. That made her think that I didn't want to be friends anymore and that I didn't feel sad, so she decided to block me on all social media. After that, I spent the day crying in my room, like someone who has lost a parent or a sibling.'

Question 12

In this question, students were asked to write a script of a speech to deliver at their school, in which they present the benefits and problems of using new technology in the workplace.

Text type: Script of a speech

Kind of writing: Evaluative

Audience: School students / school community

Suggested points/responses students may have included:

* conventions for speech, such as appropriate introduction of oneself and greeting
* an address to the audience in an engaging way
* detailed information about the technology, and explanations and examples of strategies that work and those that don’t work (for instance, strategies that work: job gets done quicker and easier so more work can be done in a shorter time. Strategies that don’t work: sometimes technology doesn’t complete tasks to a satisfactory standard due to use of machines and it can also cause more harm than good regarding safety if proper measures are not in place)
* conclusion reiterating main points and inviting audience questions or commentary
* finalising of speech and thanks to attendees
* evaluative phrases and vocabulary
* comparatives and superlatives.

Some student responses provided good ideas to support and evaluate their arguments. However, lower-scoring responses often included less-developed ideas and used incorrect grammar and spelling.