



Oral Component

GENERAL COMMENTS

Most students demonstrated adequate preparation for the oral examination. Those who had prepared well were able to effectively use complex sentence structures, provide extended responses to assessors' comments and use extensive and appropriate vocabulary. There were some students, however, who had not prepared well and were unable to achieve the above. These students found it difficult to maintain a discussion, and needed frequent prompting from the assessors.

SPECIFIC INFORMATION

Section 1 – Conversation

Students were predominantly able to successfully engage in conversations about their family, school, leisure activities and future aspirations. It is important for students to provide interesting information on these topics and to extend their responses in order for the conversation to be maintained without excessive assistance from the assessors. Thorough preparation will assist students' ability to expand on points raised.

Section 2 – Discussion

Students need to choose a topic for the detailed study that truly interests them, as this will enable them to deliver their own ideas and opinions confidently. Once again, thorough preparation is necessary for successful results. It is strongly recommended that students study more than one type of resource related to the topic.

An introduction is required before students begin to discuss their detailed study; however, some students had not prepared this. The introduction should refer to the topic of the detailed study and give details of the texts that have been studied, such as the type of text (interview, book, film, etc.), title and author. Students should not simply state that they read an article or saw a film – they need to make specific references to the texts chosen for closer study.

If students have chosen to use a photo or diagram to support their ideas and opinions, there should not be any writing accompanying the material presented.

Written Component

Section 1 – Listening and responding

Part A

In this section students are required to listen to texts and respond to set questions. Students must clearly understand the requirements of this section. They need to be prepared to respond to questions relating to language features of the text as well as analyse information from spoken texts and identify information relating to the context, purpose and audience of the text.

It is important that students practise note-taking and ensure that they are focused when listening to the texts. During reading time, students should read the questions carefully; breaking them down and highlighting the key information they need to be listening for.

Part B

Unfortunately, a few students lost marks because they gave their answers to this section in English instead of Macedonian. There were a few who realised their mistake and rewrote their responses in Macedonian.

It is important for teachers to stress to students that they must read through the questions very carefully and highlight key words. If there are bullets in the response section, a point form response is sufficient. Otherwise, students need to provide a full sentence response or construct connected sentences.



Section 2 – Reading and responding

In this section of the examination students were presented with three different written text types. Students had to demonstrate their understanding of the texts through comparing, contrasting, summarising or evaluating the material given.

The texts must be read carefully. Unfamiliar vocabulary can be noted as students read, but they should remain focused on the text as a whole in order to extract meaning from the sentences. Students should only look up specific vocabulary in their dictionary after first reading through the entire passage. Students should read each passage at least twice, preferably three times, so that familiarity with the overall meaning is established.

Section 3 – Writing in Macedonian

In this section of the examination students were required to write 200–250 words on one of four given topics.

Some students produced excellent pieces which contained engaging content. These students successfully structured their writing, beginning with an introduction, continuing with relevant, sequenced ideas and completing their piece with an appropriate conclusion.

In general, students demonstrated accurate use of language structures, vocabulary, grammar and syntax. However, continued practise in writing in different text types is required.