



**2012**

**Languages: Macedonian GA 3: Examination**

## **Oral component**

### **GENERAL COMMENTS**

Students performed well on the 2012 Macedonian oral examinations.

### **SPECIFIC INFORMATION**

#### **Section 1 – Conversation**

Students engaged easily with assessors during the conversation, speaking confidently and fluently, responding to questions in a timely manner and requesting clarification when necessary. Students are reminded that they should attempt to advance the conversation and need not wait to be prompted by assessors.

Students showed high levels of ability in listening and comprehension. It was evident that students' skills had been well developed during their study and that students had engaged with and explored the language outside the classroom.

Some students were unprepared and were not able to respond competently and with confidence. To ensure they score highly, it is recommended that students prepare well and that they are aware of the examination requirements.

#### **Section 2 – Discussion**

The topics most often explored in the Detailed Study were migration and other social issues.

Students able to use repair strategies effectively when required.

Grammar (for example, the incorrect use of gender pronouns) and knowledge of extensive vocabulary (for example, the use of adjectives) are areas where some improvement is needed. Students should be encouraged to revise thoroughly, as this will enhance their ability to perform well in the examination. Students are encouraged to seek advice from their teacher/support person, family members or other professionals who may be able to assist their understanding of grammar and to read Macedonian texts such as short stories, newspaper articles and novels.

Students were able to draw on research and past experiences in this part of the exam. They had prepared thoroughly and understood their selected topic well. They were confident and expressed themselves fluently.

Other students had not prepared thoroughly. Their language abilities were limited and they struggled to express themselves fluently. Their knowledge and understanding of the content was insufficient and this had a negative impact on their results.