



2012

Languages: Macedonian GA 3: Examination

Written component

GENERAL COMMENTS

Overall, students' performances in the 2012 written examination were pleasing. Most students attempted all of the three sections in the examination. Students need to work steadily through each section, watching the time closely to ensure that there is sufficient time to complete all parts. Responses must be clear and legible in both English and Macedonian. Students need to be aware that illegible handwriting may affect their results if assessors cannot read what they have written. Most students responded in the appropriate language for each section. A small number of students did not complete the entire examination.

Students must understand the importance of reading all instructions and questions very carefully and highlighting key words. Students should also be exposed to a wide range of text types so that they are well prepared for the examination.

The sections of the examination that require responses in Macedonian are assessed on accuracy, range and appropriateness of the language. Students should be familiar with all grammatical structures and concepts in the course of their teaching programs, as indicated in the *VCE Macedonian Study Design* (pages 14–16). In particular, they should pay attention to gender consistency between adjectives and nouns as this is an area where many students make errors. A small number of students used some letters of the alphabet incorrectly. Inability to distinguish between certain letters of the Macedonian alphabet is unacceptable at this level.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A – Answer in English

Assessment criterion

- understand general and specific aspects of texts by identifying and analysing information, and convey information accurately and appropriately

In this section, students are required to listen to texts and respond to questions in English. It is important that students practise note-taking and ensure that they are focused when listening to the texts. They should also read the questions carefully, breaking them down and highlighting the key information that they need to identify during the reading time and the playing of the texts.

Students need to ensure that their final response is given in the space provided for the answer as no credit is given for answers written in the note-taking column.

- Student responses should be to the point.
- All answers must be based on the texts.
- No credit is given for answering in the wrong language. Students should never switch from one language to another in the same answer.
- While students are not penalised for handwriting and all attempts are made to decipher handwriting, illegible handwriting may affect their result.

Text 1

This section assessed students' capacity to understand general and specific texts. Generally, the order of the questions corresponded to the order in which the information was presented in the texts, but some questions could relate to the text as a whole and some information may have been found in different parts of the text.

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Question 1a.

Any two of

- they are in contact frequently – Cveta says, ‘I haven’t heard from you for a few days’
- Cveta refers to ‘our favourite restaurant’/‘our favourite places’
- Nikola knows Cveta’s birthdate.

Most students answered this question correctly.

Question 1b.

- generous (either of)
 - He wants to take them in his car.
 - He offers to go to the airport with Cveta.
- organised (either of)
 - He wants to know/make plans.
 - He wants to know exactly when his cousin will arrive.
- enthusiastic
 - He uses the words/phrases ‘fantastic’ and ‘great/excellent idea’.

Short texts should be played in class so that students can practise listening for specific information.

Text 2

Question 2

All of

- an environmentalist: it is a hybrid car – eco-friendly/electric
- a journalist for a car magazine: this car is the newest invention – latest car for review
- a low-income earner: this car offers cost savings/maximum efficiency.

Most students were able to answer this question correctly.

Text 3

Question 3

Female speaker

- Ana’s view is that the developments are good
- impressive/progressive, will attract tourists
- more infrastructure (airport and roads) will create jobs

Male speaker

Vlatko disagrees

- he thinks the money is spent incorrectly
- the city looks like a theme park; he avoids it
- should be creating more modern statues and sculptures

Students needed to justify their responses with evidence from the text in order to gain full marks.

Text 4

Question 4a.

Any three of

- very rare breed
- big decline in the number of deer (from 200 000 to 600)
- to save the wild deer (from extinction)
- increase the number of deer.

Question 4b.

Set up a sanctuary to protect 250 deer, and to feed and breed the deer



Question 4c.

- encourages hunters to stop hunting and to report the location of deer
- advises villagers to feed deer

Most students were able to answer Questions 4b. and 4c. correctly.

Part B – Answer in Macedonian

In this section, students are usually required to provide a full-sentence response or a sequence of connected sentences in Macedonian. This is an opportunity for them to demonstrate their ability to use the Macedonian language when responding to questions. They should try to use the best vocabulary, correct spelling and accurate sentence structures to express their answers in Macedonian.

Students were asked to provide evidence from the text or to refer back to the text. Students who answered the questions well had often broken it down, highlighted key words and listened for key references. Students should always write in continuous text unless bullet points are provided or when note form is requested. Students are assessed on fluency in Macedonian as well as content.

Text 5

Question 5

I will be able to (any four of)

- stay with an Australian family
- attend a different high school in 2013
- learn about Australian culture
- be a representative/ambassador of Macedonian culture
- participate at no cost as this will be completely funded by the government.

Students needed to write their response in Macedonian with well-structured sentences and the correct word order. Responses given in bullet-point format were unacceptable. The response should also have been written in the first person.

The correct tense must be used: stay/*prestojuvam (bidam)*, attend/*posetuvam (odam)*, learn/*nau~am (u~am)*, be a representative/*ja pretstavuvam (bidam pretstavnik)*, funded by/*finansirano od (plateno od)*

Text 6

Question 6

- Simon Trpceviski has played for the best orchestras and conductors all over the world.
- He has received many awards and is recognised all over the world.
- He has been called the next best thing after Alexander the Great and was accepted into the Royal Music Academy in London.
- He demonstrated that he was able to play the classics from a very young age.
- The public/audience likes him.

Section 2 – Reading and responding

Assessment criteria

- understand general and specific aspects of texts by, for example, comparing, contrasting, summarising or evaluating information
- convey the information accurately and appropriately

This section of the examination assesses students' knowledge and skills in analysing and responding to information from written Macedonian texts. It can be challenging for some students as they are required to read three different texts containing a lot of information and respond to the questions within an allocated time frame. The texts may contain some complex vocabulary and students are encouraged to use dictionaries.

General advice to students

- Look at the title of the text where provided. This will help you understand the subject of the text.
- Look for words that you reorganise and try to form a general picture of what the text may be about.
- Look for words that might look like English words – they often mean the same thing.



- Read the questions carefully. They can give an indication of the content of the text.
- Pick out unknown words that seem important and look them up in your dictionary.
- Make sensible guesses rather than leaving a question blank.
- Use the context to help you understand the words that you do not know.
- Do not panic if you do not understand every word. Not all words are essential to answer the questions.

When reading a longer passage, students may want to follow these three steps.

- Have a quick read and, without looking up any words, try to get a general idea of what the text is about.
- Read the questions to find out what details are required for the answers.
- Read the text again, looking for those details, and look up key words at this stage.

Throughout the year, students should try to read as many different texts in Macedonian as possible. The more they read, the more their reading will improve, and the more Macedonian words and phrases they will get to know.

Part A – Answer in English

Text 7

Question 7a.

Any four of

- refers to personal experience
- simplistic and direct – to the point
- uses statistics
- uses figurative language
- uses generalisations.

Question 7b.

Any five of

- too many professionals, such as doctors, lawyers, teachers, economists, etc.
- TAFE courses left unfilled
- shortage of skilled tradespeople, such as butchers, handymen, etc.
- tradespeople are being hired from neighbouring countries
- houses cost more to build
- houses take longer to build
- there will be higher unemployment.

Question 7c.

While young people are still in high school, they should be advised

- to select the courses that lead to these professions
- of pathways to get into these professions
- that there are greater opportunities of gaining employment immediately in trades
- about the benefits of being employed as a tradesperson.

Text 8

Question 8a.

Any four of

- workshops demonstrating skills in making traditional food (making sweets, baking, traditional dishes)
- workshops showing trades (shoe making, rug making, costumes)
- workers dressed in traditional costumes
- traditional music is played
- captures atmosphere, colours and smells.

Question 8b.

- Goods are produced by hand (weaving, shoe making).
- Products are made fresh, right before your eyes.



Question 8c.

Text 7

- to alert the public about the trades shortage crisis

Text 8

- to promote the old Skopje market

Part B – Answer in English

Assessment criteria

- understand general and specific aspects of a text by identifying, analysing and responding to information
- convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of the text type).

Text 9

Question 9

Students who scored the highest for this question were mindful of the assessment criteria. Their responses showed depth of content and a broad range of accurate vocabulary was used. These students did not just express the obvious. The best responses to this question went beyond straightforward, familiar arguments and were engaging and varied. However, there were also examples of repetitive writing. Students need to avoid simple, repetitive responses. Students should also avoid lifting slabs of text from the original.

For this question, students needed to follow the conventions of letter writing and include the address, date, salutation, greeting, body (content), farewell and sign-off.

To complete this task, students should have asked themselves the following questions.

- What is the topic? The key words from the topic need to be highlighted.
- What is the number of words required? 150–200
- What text type am I writing? The text type is a letter to the editor of a local paper. Students should keep reminding themselves of this to stay on track.
- How should I structure the content? Students need to think about the logical sequencing of information and the ordering of paragraphs and sentences.
- For whom am I writing? Who is the audience?
- Who am I meant to be? Provide details of authorship.

If students are uncertain or develop ‘writer’s block’, they need to re-read the stimulus text to anchor and reorientate themselves. Re-reading the questions can also put students back on the task quickly.

Section 3 – Writing in Macedonian

Assessment criteria

- relevance and depth of treatment of ideas, information or opinions
- accuracy and range of vocabulary and sentence structures
- the capacity to structure and sequence responses and the capacity to use conventions of the text type

This section assessed students’ ability to express their ideas by creating an original text in Macedonian. Students were required to write a response on one of three topics.

Students are expected to be familiar with the kinds of writing and different text types that are specified in the study design. Lists of different kinds of writing and text types are given on page 13. Pages 50 and 51 provide the main characteristics of the different kinds of writing and page 52 details the main characteristics of common text types. Students should know these characteristics well so that they can fulfil the requirements of the writing task.

When selecting a topic, students should choose one that is familiar to them, and requires the kind of writing and text type that suits them best. They should avoid translating literally from English to Macedonian; this always results in awkward writing.

Question 10

Students were required to write a letter persuading their friend to attend their 18th birthday party.

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This was the most popular question and it was completed with varying degrees of success. Most students were able to include at least three convincing arguments. The more capable students demonstrated depth and breadth in the treatment of the task, manipulating the Macedonian language authentically. They employed appropriate persuasive techniques and at times used exaggeration, humour and questions to intensify their relationship with the reader.

Question 11

Students were required to write a report for a school magazine to inform students about the life and work of a prominent Australian.

This was the least popular question. Only a few students chose it and a couple of them misunderstood the question. They wrote about themselves instead of a prominent Australian. Students need to make sure that they understand the task, do not digress from the topic or include pre-learned material that is unrelated to the task.

Question 12

Students were required to write a story for a teenage literary competition starting with, 'Something extraordinary happened yesterday on the Makedonija Square...'

A number of students who attempted this question produced interesting narratives. They included descriptive language and used a range of narrative writing techniques to create a strong sense of context. The best stories used varied expression, and sequenced and structured ideas coherently and effectively.