



2013

Languages: Macedonian GA 3: Examination

Written component

SPECIFIC 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 this section, students were required to listen to texts and respond to questions. It is important that students practise note-taking skills 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.

Advice for students

- Students need to make sure 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.
- Responses should be concise and to the point. The space provided, the marks allocated and the question asked should be used as a guide when planning how much to write for each question.
- All answers must be based on the texts.
- No credit is given for answering in the wrong language. Students should not switch from one language to another in the same answer.

Part A – Answer in English

This part was assessed according to the following criterion.

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

Text 1

Question 1a.

(D) create a harmonious society

Most students answered this question correctly.

Question 1b.

The mother's message was not very effective because the boy interrupted her in the middle of the sentence, asking for a biscuit without saying please.

Text 2

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

Question 2a.

Skopje is launching 20 little houses promoting Macedonian culture through the sale of artefacts.

Most students answered this question correctly.

Question 2b.

- The first category is copies of archaeological items with a certificate.
- The second category is handicrafts with a functional and decorative value.

Question 2c.

- the Museum of Macedonia through its catalogues
- Skopje Tourist Centre
- the internet site of the Skopje Tourist Information Bureau



Text 3

Question 3a.

The prize will bring Smilevski's writing closer to the audience and will promote Macedonian literature.

Question 3b.

Macedonian culture is at a crossroads; it is the meeting of east and west. Smilevski was inspired by Macedonian storytellers who passed on their stories across generations.

To answer correctly students could have broken the question down carefully; for example, What was Smilevski's heritage and how does it influence his work? It is recommended that students practise addressing key words in a question; the key words in this question were 'heritage' and 'influence'. This question was well answered.

Question 3c.

Smilevski's award-winning novel is set in Vienna. The setting for his new novel will be a number of countries and it will be about families living there.

Part B – Answer in Macedonian

This part was assessed according to the following criteria.

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

Text 4

Question 4

The library provides the following services for its clients: SMS texts informing them about the availability of items, an online manual for new users, clients can reserve their own books and use a PIN for accessing books.

As for much of the examination, students were asked to provide evidence from the text or to refer back to the text. Students who answered the question well had often broken it down, highlighted key words in the question and listened out for key references. When lines are provided for the answer, students should usually write in continuous text, conveying information accurately and appropriately. Students are assessed on their fluency in Macedonian as well as on the content of their answers.

Text 5

Question 5

- finding solace in Catholicism after her father died
- descent into poverty
- becoming an active member of the church (singing and volunteering to work with the poor)
- arrival in Calcutta where she witnessed even greater poverty
- her decision to found an order of nuns

Text 6

Question 6a.

Zero worked as a group: they used baskets, carts and flags in their installations incorporating video performances and graffiti. They worked outside the institutional galleries and museums, so they were not only innovative but brave and original.

Question 6b.

Their success is shown by the retrospective exhibition at the National Gallery of Macedonia and their participation in the 54th Biennale in Venice.

Section 2 – Reading and Responding

Part A – Answer in English

This part was assessed according to the following criterion.

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



Advice for students

- Look at the title of the text where provided – this will help you to understand the subject of the text.
- Look for words that you do understand and try to build up a general picture of what the text may be about.
- Look for English cognates to give you a clue about the meaning.
- Read the questions carefully; they can give an indication of the content of the text.
- Pick out unknown words that look important and look them up in your dictionary.
- Try to answer every question.
- Use the context to help you understand words you don't know.
- Don't panic if you don't understand every word. Not all words are essential to answering the questions.

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

Text 7

Question 7

Students referred to gardening and the health benefits for all sectors of society, including hospitals, schools, nursing homes and families. They also referred to benefits for the community, such as community gardens being a place for people to socialise.

This question was generally well answered.

Text 8

Question 8a.

She didn't have to prepare anything, there were lots of activities for children and she was able to have a coffee with her friends.

Question 8b.

They didn't take up the grandfather's offer to have salad.

Part B – Answer in Macedonian

This part was assessed according to the following 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 had much to write in response to this question. The highest-scoring students were mindful of the criteria for the question, gave in-depth answers and used a broad range of accurate vocabulary. Some students copied paragraphs of the text in their responses; however, this was not appropriate. Students who had original ideas were rewarded. Students needed to refer to parents, teachers and students.

The best responses to this question were engaging and varied. However, there were also examples of overly repetitive, circular writing.

Students needed to follow the conventions of a script for a speech, including a salutation or greeting, introduction, body (content), closing and thanks.

The text type was a script for a speech. Students should continually remind themselves of this to stay on track. Students needed to plan the logical sequencing of information and the ordering of paragraphs and sentences. Students need to learn to identify the main ideas in passages. When students are uncertain, they should re-read the text to anchor and re-orientate themselves. Re-reading the questions can also help to put students back on task.

Section 3 – Writing in Macedonian

This section was assessed according to the following criteria.

- relevance and depth of treatment of ideas, information, or opinions

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- accuracy and range of vocabulary and sentence structures
- the capacity to structure and sequence response and 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 four questions.

Students are expected to be familiar with the kinds of writing and different text types specified in the *VCE Macedonian 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 be very familiar with these characteristics so that they can fulfil the requirements of the writing tasks.

Students should avoid translating directly from English to Macedonian when they are writing as this leads to unclear and incomprehensible writing.

The best writing used varied expression, and sequenced and structured ideas coherently and effectively.

Question 10

Students were required to write a letter to their cousin, evaluating different aspects of migration.

This topic was quite popular. While students generally gave good advice, some students' responses were repetitive, in particular with offers of help with finding work and accommodation. The better responses included broader aspects of life in the new country, such as participating in cultural and sporting events.

Question 11

Students were required to write a story about a letter found in an old box.

This was also a popular topic. The best stories used appropriate language to describe the surroundings and the emotions. The stories had some interesting and unusual twists. However, endings needed to be better crafted.

Question 12

Students were required to write a diary entry reflecting on a job interview at a company based in Skopje.

This topic was not chosen by many students.

Question 13

Students were required to write a persuasive report on their school experience.

The best writing here was where students were able to give examples of exciting and creative practices and persuade the Minister that they could be achieved.