

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 about those texts. It is important that students practise note-taking skills and ensure that they are focused when listening to the texts. They should read 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 marks are given for answers written in the note-taking column.
- Responses should be concise and to the point. The space provided and the marks allocated should be used as a guide when planning how much time to allocate to each question and the length of the response required.
- 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.
- Students should listen to short texts throughout the year so they can practise identifying specific information.

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.

- a story about two girls who want to get away from everyday life and become criminals
- a love story set in wartime
- an action thriller

Most students answered this question correctly.

Question 1b.

The speaker's final choice of film was the action thriller because Dragi would not be able to sit through a love story and the other two speakers were prepared to compromise and go with his choice.

Text 2

Question 2a.

- The mayor and the Health Minister are involved as government representatives.
- It is a national holiday.

Most students answered this question correctly.

Question 2b.

- It has been taken up across the republic (Ohrid, Struga, Dojran and Skopje).
- It has been going for 12 years.
- All levels of society can participate.
- They will plant more than 5 million trees.

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Text 3

Question 3a.

The reporter describes:

- the euphoric atmosphere
- exuberant people/pride/enjoyment
- ovations for champions/heroes and chanting
- musical instruments, roaring songs and cheering.

Question 3b.

The team's next goal is to gain a place in the Olympic Games, as the first representatives of a team sport.

Very few students answered this question correctly.

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 4a.

- It can endure harsh conditions and/or isolation.
- It is strong/it can protect cattle from wild animals.
- It is adaptable/it attaches to humans (for example, its owner or children).
- It is good-natured and calm.

Both the elements 'good-natured' and 'calm' were required to earn one mark.

Question 4b.

- It is the national dog of Macedonia.
- It came first in a Europe-wide competition against 10 000 other dogs.
- It carries the name of the mountain Šar Planina.

Text 5

Question 5

- Red: increases heart rate, brain function and memory, symbolises happiness in China
- Green: pacifies/relaxes body and mind, enhances vision/eyesight
- Orange: helps tiredness, increases appetite
- White: universal symbol of peace, protects from the sun's rays
- Blue: pharaohs in Ancient Egypt believed it offered protection from evil

Text 6

Question 6a.

Appropriate answers could have included:

- it dates from the Neolithic Era/Stone Age/8000 years ago, which was the time of matriarchal society
- it was found at Tumba Madžari in 1981
- it was transferred to the Museum of Skopje.

Both the time reference and the matriarchal link were required to earn one mark.

Question 6b.

The Mother Goddess was depicted as a protector of the household, a symbol of fertility and peace, and a provider.

To gain full marks, students needed to mention the phrases 'protector of the household' and 'provider'.

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

- Consider the title of the text where provided – this may 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 and look them up in your dictionary.
- Try to answer every question.
- Use the context to help you understand words you don't know.

Students are advised 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

- ‘Humour is the kidney of society’: This metaphor means that humour acts as a filter for people’s bad feelings, sadness or discomfort.
- ‘Humour is a mirror’: This metaphor means that humour, like a mirror, can be placed in front of people to show up their frailties.

Text 8

Question 8a.

- facial muscles are strengthened, which improves appearance (both parts of this were required for one mark)
- migraines are relieved
- high blood pressure is reduced
- bronchitis/asthma is relieved through lung ventilation
- it is a de-stressor

Question 8b.

- Text 7 looks at the psychological/emotional aspects. It focuses on the history of humour and its role in the folk tradition, its role as a filter of human emotions and its health-giving properties.
- Text 8 looks at physical and physiological aspects of humour, as well as the benefits of ‘artificial’ humour (non-spontaneous humour used in humour therapy). It focuses on the scientific/medical research.

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 and engaged personally and creatively with the content of the email.

Students who demonstrated original ideas were rewarded. The most engaged writing expressed dismay at the grandmother who eloped, chided her playfully and expressed delight at the revelations in the email. Some writers engaged so well with the story that they expressed gratefulness at being informed of these ‘family secrets’, wanting to know more.

The text type was an email. Students should be mindful of the requirements of this text type. They needed to follow the conventions of an email, including a salutation or greeting, body (content) and closing salutation.

The highest-scoring responses to this question were engaging and varied; however, there were also examples of overly repetitive writing. Students needed to plan the logical sequencing of information and the order of paragraphs and sentences. If students become stuck, they should re-read the text to anchor and reorientate themselves. Re-reading the question also puts 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
- 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 three 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 as this leads to unclear writing. The importance of a solid grasp of Macedonian grammar cannot be stressed enough. Mastering critical aspects such as verb conjugations, word order, tenses, conjunctions and a strong vocabulary base are essential. Even though Macedonian is a phonetic language, students should pay attention to correct spelling.

The highest-scoring responses used varied expression, and sequenced and structured ideas coherently and effectively.

Question 10

Students were required to write an article for an early childhood journal, evaluating the statement 'Our interests are shaped by our early family life.'

The highest-scoring responses expressed personal recollections and the analysis of choices made, using early family experiences as a springboard, and exploring emotions and feelings.

Question 11

Students were required to write a report to inform other students of the results of a survey of student opinions on the value of education as a starting point in life.

Some students struggled to discuss this topic and there was some repetition of ideas in their responses. High-scoring responses were able to look beyond education as a marker of success for the future.

Question 12

Students were required to write the script of a persuasive speech for a youth forum on the topic 'Wealthy nations should share their wealth with poorer nations.'

Many responses were repetitive and stereotypical, saying that the rich had to help the poor. There were few original ideas. Students could have referred to existing measures in place for foreign aid or successful initiatives that led to independence. Most students used the correct text type.