

2015 VCE Macedonian written examination report

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

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 answer space provided and the marks allocated should be used as a guide when planning how much time they will allocate to each question.
- 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.

The importance of a solid grasp of the fundamentals of Macedonian grammar cannot be stressed enough, as well as mastering critical aspects such as verb conjugations, word order, tenses, adjectival endings and gender. A strong vocabulary is also critical to success.

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.

Students who answered the questions well had broken them down and highlighted key words. When lines are provided for the answer, students are advised to write in continuous text, conveying information accurately and appropriately.

Text 1

Question 1

After watching a (TV) documentary called *Beautiful Macedonia* viewers called in with additional 'must-see' places. These will be shown in the next program.

Text 2

Question 2a.

He is being interviewed because he is writing a biography about a famous actor (Gjorgi Kolozov).

Students did not need to mention his name.

Question 2b.

Gjorgi Kolozov's performances were important because:

- people grew up watching his performances
- people identified with/felt close to the folk stories
- he breathed authenticity/soul into the roles
- he was versatile/he played many different roles
- there was a moral or a message at the end.

Most students answered this question correctly.

Text 3

Question 3a.

The winners will have:

- decorated their house/apartment balcony/restaurant/school
- used festive lights/trees/ornaments
- submitted a photograph of them to the city of Skopje.

Most students missed the last point.

Question 3b.

The prizes were:

- solar decorations
- free electricity for two months.

They reflect the purposes of the competition because they celebrate Christmas and New Year an ecologically friendly way.

Both prizes needed to be mentioned.

Part B – Answer in Macedonian

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.

In this part of the examination students were required to demonstrate their capacity to understand a text spoken in Macedonian by responding in Macedonian.

Students were awarded marks for comprehension and for their ability to convey information in Macedonian.

This section of the examination proved challenging for many students. Very few students were awarded full marks. These results reinforce the importance of being exposed to a wide range of listening texts throughout Units 3 and 4. Students may also benefit from opportunities to respond to a range of aural texts to ensure that they have knowledge of basic key vocabulary and can develop appropriate dictionary skills. Full sentences in Macedonian were required.

Text 4

Question 4

A person who:

- is interested in nature/an active, outdoor person
- enjoys cycling on mountain tracks around Macedonia
- is interested in what Blazevska has to say about the details of the project/is interested in the project
- is interested in the development of infrastructure in Macedonia.

Text 5

Question 5a.

- The Julian calendar followed by the Macedonian Orthodox Church celebrates Christmas on January 7.
- If Australian-Macedonians wish to celebrate Christmas in winter, they can do so in July.

Question 5b.

It is:

- an alternative/Old New Year's Day
- a Saint's Day/St Vasil's Day and therefore a name day for people called Vasil, etc.
- a family reunion/gathering/get-together when everyone must be present
- a ceremony (pastry with coin) and a celebration.

Text 6

Question 6

- Rubinka is named after the Macedonian ruby.
- The Macedonian ruby is rare and unique to Macedonia.
- It is a beautiful berry colour.
- It has a great shine.
- It is so strong that it is resistant to damage.
- It is sought after and/or worn by many famous people.

Section 2 – Reading and Responding

Part A – Answer in English

This part was assessed according to the following criterion:

- understand general and specific aspects of texts (for example, by comparing, contrasting, summarising and/or evaluating) and convey the information 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.
- Use the context to help you understand words you do not know.
- 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.
- There is no need to panic if you do not understand every word. Not all words are essential to answering the questions.

Throughout the year, students should try to read as many different kinds of 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 7a.

- He recounts the history of the images of the Balkans and Macedonia gathered from the 1850s.
- He explains that the photos have captured the life and events of those times.
- He points out that they can still be experienced.

Question 7b.

To achieve the two marks for this question, students needed to mention that Kahn gave people the opportunity to get to know each other through the photographs and state that, consequently, he believed conflict and war would be avoided.

Few students made the two points and the link.

Text 8

Question 8a.

Technology has:

- provided a venue for historic photos to be shown, making them accessible to viewers in the one place
- enabled people to enter into online discussions/interaction about the photographs
- enabled people to comment on the photos and add their views and knowledge to the history of the photographs.

Question 8b.

- There is a description under each photo.
- Information/comment is provided in different European languages.

Part B – Answer in Macedonian

This part was assessed according to how well students:

- demonstrate an understanding of the stimulus text
- write text appropriate and relevant to context, purpose and audience
- structure and sequence information and ideas
- manipulate language structures and vocabulary in Macedonian.

Text 9

Question 9

Students had much to write in response to this question. Students who scored highly were mindful of the criteria for the question, gave in-depth answers and used a broad range of accurate vocabulary. Some students copied paragraphs from the text in their responses, which was not appropriate. Students who had original ideas were rewarded. The highest-scoring responses to this question were engaging and varied.

The text type was a journal entry. Students needed to continually remind themselves of this in order to stay on track. Students needed to follow the conventions of a journal entry including a salutation or greeting, introduction, body (content), closing and thanks.

Students need to plan the logical sequencing of information and the ordering of paragraphs and sentences.

Students need to learn to identify main ideas in passages. When students are uncertain, they should re-read the text to reorientate themselves. Re-reading the question also puts students back on the task.

This section was completed with creativity and sensitivity. Students were able not only to put themselves in someone else's shoes but also create scenarios for a post-earthquake life.

Section 3 – Writing in Macedonian

This section was assessed according to how well students:

- demonstrate depth of treatment of information, ideas and/or opinions
- write text appropriate and relevant to context, purpose and audience
- structure and sequence information and ideas
- manipulate language structures and vocabulary in Macedonian.

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 when they are writing as this leads to unclear and sometimes incomprehensible writing.

The highest-scoring responses included varied expression, as well as sequenced and structured ideas that were composed coherently and effectively organised.

The majority of students selected Question 12. Question 11 was chosen by most of the remaining students, with a very small group choosing Question 10.

Students are expected to thoroughly prepare all styles of writing, as well as the expectations of each text type.

It is important that students read their selected topic carefully, highlighting key aspects that need to be addressed.

Question 10

Students were required to write an imaginative story for a literary competition. Very few students chose this topic. Stories were not always coherently written.

Question 11

Responses to this question did not always include the main features of a review. Most students wrote an account of a restaurant visit. Writing tended to be repetitive, with students listing favourite menu items or favourite Macedonian traditional foods. Students are advised that simply listing dishes and using words such as 'tasty', 'favourite' and 'best' is far from sufficient. They should be wary of choosing 'familiar' topics because this can lead to an ordinary/banal style of writing that lacks originality.

Question 12

The majority of students chose this question and their writing was well structured, offering plenty of options in their speeches. The most effective writing used emotive and encouraging language.