

2016 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. It is important that students practise note-taking skills and ensure that they are focused when listening to the texts. They should also read questions carefully, breaking them down and highlighting the key information that they need to identify in 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 space.
- Responses should be concise and to the point. Students should use the space provided and the marks allocated 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 follow the instructions on the examination carefully about which language to respond in.

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.

Hottest month since temperature began to be recorded in Macedonia.

Question 1b.

| | Special feature | Cost |
|----------|---|-----------|
| Option 1 | Room with two beds and balcony with a view to a lake | 50 euros |
| Option 2 | Room with traditional breakfast and five beds; old town | 150 euros |
| Option 3 | Old Ohrid double-storey house near St. Jovan Kaneo | 350 euros |

Text 2
Question 2

Issue: nail-biting

Solutions:

- strong willpower
- breathe deeply
- learn to meditate
- cut nails short (so that there is less to bite)

Most students answered this question correctly.

Text 3
Question 3

The five skills required are:

- make decisions for oneself
- take care of finances/budget/plan a schedule for how money will be spent
- plan shopping ahead
- keep the house clean
- not party too much/know when it is time to entertain or not/know how to be responsible.

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.

Text 4
Question 4

Cause: Jorgo/the brother got lost

Evidence:

- she searched for him day and night
- she cried constantly
- tears filled two holes/troughs in the mountain
- the author describes the sister as being 'exhausted with grief'

Students should write a coherent response, conveying information accurately and appropriately. Students are assessed on their accuracy of expression in Macedonian as well as the content of their answers.

Text 5
Question 5a.

- He is a comedian/humourist.
- He held a pantomime in the aged-care facility; he made jokes (laughed), sang and gave out prizes.
- He made everyone happy.

Question 5b.

Although steel is strong, rust can erode it/weaken it. In the same way, worries erode our strength over time.

For full marks, the proverb needed to be fully explained and expressed correctly in Macedonian.

Text 6

Question 6

Nature attractions:

- poisonous and non-poisonous snakes
- you can see pelicans that swim on the surface (they don't dive underwater)

History attractions:

- church from Roman times/with frescoes and floors with mosaics
- 102 graves from the Roman ages/bronze, silver and gold jewellery from Roman times

They are best seen with a guide or at the museum in Resen.

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.
- Read the questions carefully; they will 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.
- There is no need to 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

Difficulty:

Didn't know where to begin because there was so much choice: there are so many not-for profit and charity organisations all over the world

Action taken:

- did some research
- considered whether to act on international or local problems
- consensus after research was to complete first aid course and dedicate energy to working with homeless children
- decided to offer help to refugees going to Germany

Generally, this question was well answered.

Text 8

Question 8

The five emotions and an example of each emotion included:

- somewhat sad/reflective – the author uses examples relating to both sides of the family, how challenging life was, how far the author has come
- pride/admiration/joy/love/appreciation of the range of skills people had – ‘there was nothing they couldn’t do’
- nostalgic – when remembering how the father used to mend shoes, about items brought to Australia
- curious – the author muses over the photo of the grandmother and wonders what her life was like
- wonder/fascination with their lives and own life.

There were few responses that listed all five emotions with examples.

Part B – Answer in Macedonian

This part was assessed according to the following criteria.

- 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

The highest-scoring responses addressed the criteria, gave in-depth discussion and used a broad range of accurate vocabulary. Responses that conveyed original ideas were awarded higher marks.

The highest-scoring responses were engaging and varied; however, there were also examples of overly repetitive writing.

Responses needed to follow the formal conventions of letter writing to a newspaper, including an introduction, body content and closing. Students should continually remind themselves of this format to stay on track. They also 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 uncertain, they should re-read the text to anchor and reorientate themselves. Re-reading the questions also puts students back on task.

Higher-scoring responses engaged with the issues raised and used positive and negative arguments: they discussed the role of responsible parenting, over- and under-parenting, the needs and rights of children, the role of the extended family in bringing up children, the place of technology in education and the ethics around its use, the value of human contact in the development of a child and time-poor parents. Responses that used the format of a formal letter, with a beginning and ending, and that had complex and varied sentence structure were awarded higher marks.

Section 3 – Writing in Macedonian

This section was assessed according to the following criteria.

- depth of treatment of information, ideas and/or opinions
- text appropriate and relevant to context, purpose and audience
- structure and sequence of information and ideas
- manipulation of 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 to 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 their responses 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 highest-scoring responses used varied expression, and sequenced and structured ideas coherently and effectively.

Question 10

This question was popular; however, many stories showed poorly organised and sequenced ideas, with little in the way of specific narrative about ongoing life in a world without rules. Some responses ended philosophically, with the hope that things would improve, but generally the endings were not expressed clearly. Many responses did not reach an appropriate resolution or conclusion.

Question 11

This was also a popular topic. The best journal entries used appropriate language to describe surroundings and emotions. Some had interesting and unusual twists.

In some cases the endings needed to be expressed more clearly.

Question 12

This question produced a mixture of passionate and strong responses, but some responses relied too heavily on familiar and predictable ideas. The use of rhetorical questions, suspension points, fillers and interjections would have added colour to the writing.