

2019 VCE Macedonian written examination report

General comments

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. Students need to practice efficient and accurate note-taking during the Listening section of the examination.
- 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.
- 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.
- More attention is required to identifying specific information. Students could practise listening to texts throughout the year.
- Students need to read a wide range of texts in Macedonian.
- 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 examinations 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.
- In Section 2 Part B Students are encouraged to read questions carefully as some students ignored the requirements of the text type.
- Students need to practise writing in a range of tenses (present, past, future and conditional) as they need to be able to vary their vocabulary and structures.
- Full sentences in Macedonian were expected where that was appropriate to the question and text type.
- Students need to be exposed to a wide range of listening texts.

Specific information

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual 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.

Students 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.

Students who scored well were able to understand the requirements of the questions very well and were able to infer meaning from the text.

Part A – Answer in English

Text 1

Question 1a.

The requirements needed to apply for the position are:

- meet the deadline/apply within 15 days after the advertisement has been published
- submit copies of documents verified by a notary/do not send original documents; they must be verified by a notary
- satisfy the required qualifications/education or must have a relevant university or VET qualification
- submit applications online/electronically (the article suggests further information may be obtained on the website).

Many students didn't mention the need to meet deadline/apply within 15 days after the advertisement has been published. Only few students included the need to submit copies of documents verified by a notary/ do not send original documents.

Question 1b.

Policy of gender equality

Most students gave the correct answer.

Text 2

Question 2a.

- Because she's a bigger theatre expert than Yane.
- Yane does not know what types of plays Lile likes.
- Because he doesn't know how she/Lile feels on the day, what sort of mood she will be in.

Most students missed the third point.

Question 2b.

- Because Lile says that it's been such a busy week that they should go and see something funny.
- *Don Juan* is a comedy.

The following is an example of a high-scoring response.

Lile has had an exhausting week she wants to see a play that will make her laugh most likely that they will see the comedy Don Juan.

Text 3

Question 3a.

Three of:

- this is the 60th anniversary of the film's original screening / there is an exhibition to celebrate its 60th anniversary
- many have an interest in history / the Ilinden uprising / the revolt against the Ottoman Empire (inferred)
- it is the story of a missionary/Miss Ston / it is based on real-life events
- these events are part of historical collective consciousness

The following is an example of a high-scoring response.

Inspired by true events, missionary Miss Ston from America comes to Macedonia in 1901, during Ilinden rebellion; fighting for freedom/during Ottoman empire, that's why it's significant for Macedonian people; first Macedonian film in colour

Many students failed to mention the 60-year anniversary of the first screening of the film.

Question 3b.

- red as Tetovo's apple
- voice like a nightingale

Most students answered correctly.

Part B – Answer in Macedonian

Text 4

Question 4a.

- *познат по неколку славни спортисти од светски и европски ранг* (well-known for some famous sportspeople [from the world and European ranks])
- *бројот на граѓаните/големината на градот* (the number of citizens / size of the city)

Question 4b.

- *Куманово ќе добие донации и парична помош од Европската Унија* (Kumanovo will receive donations and funding from the European Association)
- *Ќе ги унапреди спортските терени* (it will upgrade sports grounds)
- *Ќе организира различни спортски настани* (it will organise various sporting events)

Text 5

Question 5

Australians

- *Никој не го јаде крапот* (No one eats carp)
- *Се смета за штеточинец и може да го уништи еколошкиот систем* (It is considered a pest as it can damage the ecological system)
- *Увезен е во Австралија* (It is introduced to Australia)

Europeans

- *Дел е од македонската исхрана* (It is part of the Macedonian diet)

- *Најсакан е насекаде во Европа и Азија/ има рецепти* (It is a favourite everywhere in Europe and Asia)
- *Се смета за дел од еколошката средина* (it is considered part of the ecological environment)

Most students answered this question correctly.

Text 6

Question 6a.

- *капите биле украсени со црвена чоја, со срма, мониста, метален накит, некои фамилии користеле сребрени и златни парички* (The bridal headpiece of rich families has red thread, beads (monista), srma, gold and silver coins)
- *Во селата венците биле исплетени од слама* (bridal headpieces in the villages are made from hay)
- *Украсен со цвеќе, босилок/ црвен волнен конец, други планински цвеќиња* (decorated with red woollen thread, basil, flower 'neven' and other field flowers).

Question 6b.

- *Богатството на фамилијата/социо-економската ситуација на фамилиите* (the wealth of the family/socioeconomic situation of the families)
- *Географската локација на фамилиите (на пример село/град)* (the geographic location of the family [i.e. city or village/country])

Very few students were able to give the answer of geographical location.

Section 2 – Reading and Responding

Part A – Answer in English

Text 7

Question 7a.

The narrator: frustrated/frantic, helpless, worried, responsible (e.g. mediator between two cultures and languages/increasingly agitated/anxious)

The brother: concerned, calm and patient (e.g. doesn't know the people, he is on time and on familiar territory/happy to wait), cautious, careful

Josh: confused, nervous, disoriented, uncertain, anxious (e.g. he doesn't know the language and territory, strange culture)

Question 7b.

Different cultures understand things/ideas, in this case 'the border', very differently. Macedonia shares a border with Greece but they are not right next to each other. There is a space called 'no man's land' between them. In Australia, on the other hand, we arrive at an airport or a port.

The following is an example of a high-scoring response.

As Josh and Sara live in Australia, they do not know much about country borders as Australia does not border with any countries. Therefore they would have not been aware that they were in a place called 'no mans land' and not at the border.

Text 8

Students didn't need to spend time (and space) on full sentences in their answers if the question asks for short answers. For example, in Question 8a., 'The three reasons for Bitola's traffic and pollution crisis are that...'. Students should concentrate on answering the questions in dot-point format or in shorter sentences.

Question 8a.

- old cars more than 10 years old
- few footpaths and if there is a footpath cars are parked on it
- not many parking spaces
- 75 000 people and 25 000 motor vehicles

Most students answered this question correctly.

Question 8b.

- Citizens/a group of enthusiasts started the initiative 'Bitola on bike' to motivate people to use bikes more.
- The council/Council of Bitola has offered an incentive that those who purchase a bike this year will be reimbursed 30% of the price they paid.
- Bitola is going to build bicycle lanes/paths.

Most students answered this question correctly.

Part B – Answer in Macedonian

Question 9

Students could have included the following points in their response:

- stories and adventures about their schooling
- favourite subjects
- lifelong friends
- dreams/aspirations and disappointments
- growth as a person

General comments:

- Higher achieving students had mastery in all aspects of Macedonian grammar: verb conjugation, tenses, adjectival ending and gender.
- Sometimes students used personal writing in Question 9 and forgot about the text type (that the article will be published).
- Some students wrote very short responses.
- Creativity and original ideas were rewarded.

Students who scored well presented organised and structured writing with rich language, very good grammar and strong vocabulary, emphasising unforgettable years at school, important life lessons learnt, gratitude for long-lasting friendships and fulfilling dreams and aspirations.

Section 3 – Writing 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 study design.

The highest-scoring responses demonstrated extensive knowledge and understanding of vocabulary, tense, mood and syntax.

Question 10

Students were required to write an evaluative letter to the editor of a newspaper expressing a view that awareness of gender inequality should begin at home.

Suggested points/responses:

- structure the piece as an evaluative text
- include different arguments/examples
- some parents may favour one sex over another
- cultural/gender preferences
- stereotypes (begin with different attitudes towards children, e.g. clothes, toys, activities)
- pressures from advertising

Some students referred to issues such as:

- the need for everyone to good information and awareness about this issue
- the need for families to stop raising girls and boys differently
- attitudes inherited from older generations
- people have equal needs and should be treated equally.

Question 11

Students were required to write an informative report for a magazine on the meeting with the newly discovered civilisation on Mars.

Most students chose this question.

Suggested points/responses:

- structure the piece as an imaginative text
- include a variety of examples, descriptions, analysis
- describe the setting or environment
- predict an outcome
- include feelings, fears and dreams about the future

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

- how as part of the team traveling to Mars they researched oxygen, atmosphere, water, life on Mars
- describing the aliens encountered as different from the imagined creatures people think of as aliens, looking more like humans
- described the Martians as 'scared and nervous in the initial contact'
- described the physical features of Mars
- described a less advanced civilisation
- presented some questions about their past and future research, wishing as humans to communicate and understand each other further.

Question 12

Students were required to write a reflective story for young people, describing how they experienced the emotion of empathy during a particular moment or event.

Suggested points/responses were:

- structure the piece as a personal narrative

- include memory, feelings, circumstance, age, year
- describe the protagonists
- include a resolution

Only a few students chose this question.

The highest-scoring writing included deep understanding of the topic, giving an engaging account of the events.