

2020 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.

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

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.
- Students need to make sure that their final response is given in the space provided for the answer, as marks cannot be awarded 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 marks are awarded for answering in the wrong language. Students should never switch from one language to another in the same answer.
- Students should practise listening to short texts throughout the year so they can get more experience in identifying specific information.

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

Part A

This part was assessed according to the following criteria: understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately.

Question 1a.

Correct responses were to:

- go to a Tanec concert / concert / Tanec
- meet 15 minutes beforehand
- have a coffee afterwards.

Students did very well in answering this question.

Question 1b.

For two marks, students needed to mention:

- traditional/Macedonian dances and/or songs
- at least one name of a song or dance.

Most students gave the correct answer.

Question 2a.

For five marks, students were required to answer:

| Categories of benefits | Ways in which pumpkin benefits humans |
|---------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| medicinal and nutritional | <ul style="list-style-type: none">• provides essential elements such as vitamins• provides calcium, fibre, iron, cellulose• seeds made into oil or eaten fresh or roasted provide healthy nutrition• contains low amounts of sugars (carbohydrates) and fats |
| cosmetic | <ul style="list-style-type: none">• combats acne/blackheads caused by oily skin• refreshes and nourishes skin• can be used to make refreshing and nourishing face masks |

Most students answered this question correctly and comprehensively. Some students mentioned vitamin A and vitamin B and gave examples of types of minerals.

An example of a high-scoring response was:

- *has low sugars, has Vitamin A and Vitamin B*
- *has minerals and calcium*
- *seeds (fresh and baked) contribute to a good and healthy diet*
- *helps with oily skin, blackheads and acne*
- *can be made into a face masks for skin to be treated with.*

Question 3a.

For three marks, students needed to reply that she:

- was the first Macedonian female to be educated / to have a profession
- was the first woman pharmacist in Macedonia and the Balkans
- had a love of learning, science and pharmacy / was clever and determined.

Many students received two marks.

Question 3b.

Students needed to provide two of the following responses:

- Turkish laws / forbidden by law
- people's patriarchal beliefs / society
- not all women had a right to education, profession/business.

This was a more challenging question. Most students answered correctly but some did not mention people's patriarchal beliefs / society.

An example of a high-scoring response was:

The Ottoman empire had a law that did not allow women to have their own business.

It was not accepted by the Macedonian patriarchal society for women to own business.

Part B

This part was assessed according to the following criteria: understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately.

Question 4a.

For three marks, students were required to answer:

- проблеми со слухот
 - impaired hearing / problems with hearing
- си поспиваат попладне
 - nap in the afternoon
- гледаат телевизија преку цел ден
 - Watch TV throughout the whole day.
- -неможе да се одмараат од бучавата и вревата од градењето
 - They can't rest because of the banging and noise from the building.

Many students answered well.

Question 4b.

For two marks, students were required to answer:

- нељубезна, неформална, лута
 - rude, informal, upset
- не рече добар ден, ве молам, се извинувам, не се претстави
 - did not say good afternoon, please, excuse me, need to introduce themselves

Many students did not adequately explain the second point.

Question 5a.

Relevant answers may have included:

- Нема финансиска сигурност, има ризици, кратка кариера, не е професија
 - No financial security, has risks, short career, not a profession

Many students did very well in this question.

Question 5b.

Relevant answers may have included:

- Татко му сака да биде адвокат, да продолжи со семејната традиција, мајка му се грижи да не биде сиромашен, го третираат како дете. Родителите сакаат нивните деца да го продолжат нивното образование.
 - His father wants him to be a lawyer, to continue with the family tradition. His mother worries that he might be poor, they treat him as a child. Parents want their children to continue with their education.

Most students answered this question correctly.

Question 6a.

Relevant answers may have included:

- рибите ја јадат микропластиката и таа завршува во храната на луѓето
 - Fish are eating microplastics and it ends up in our food.
- пластични ќеси пливаат по површината на езерото
 - Plastic bags are floating on the lake.
- пластиката содржи хемикалии/токсични состојки и БПА кои се штетни за здравјето
 - Plastics contain chemicals / toxic substances and BPA that are harmful to our health.

Question 6b.

For one mark, students were required to answer:

- торбата е платнена и/или чашата е многукратна/тоа е добро за околината
 - the bag is canvas and/or the cup is reusable / good for the environment

High-scoring answers mentioned that the rewards were eco-friendly.

Section 2 – Reading and responding

Part A

This part was assessed according to the following criteria: understand general and specific aspects of texts (for example, by comparing, contrasting, summarising and/or evaluating) and convey the information appropriately.

Students are advised 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 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.

Question 7

Relevant answers may have included:

- The cat is friendly, caring, brave, loyal, big and beautiful.
- The gander is smart, brave, a leader and doesn't accept bullying or violence / is big, ugly, has long neck, a big mouth like a crocodile, 'witty' eyes.
- The cat was his best childhood friend and the gander was his enemy.

Students did very well in comparing, contrasting and summarising the text.

Question 8a.

This was more challenging question. Relevant answers may have included:

- It is one of the oldest human-made inventions.
- Today's modern machines work on the same principle / clothes/household linen are produced on it to this day.
- It is made from wood / naturally occurring materials.
- The skill has been passed down through generations, is being revived.

Question 8b.

Correct responses included any two of these:

- It is used as training for students from vocational schools.
- It is mentioned in songs, stories riddles, part of folklore.
- People are trying to revive crafts and traditions.

Most students answered this question correctly.

Part B

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).

Students are advised to:

- read every word in the question carefully, and pay attention to the text type being asked for
- vary their vocabulary and structures
- practise writing in a range of tenses (present, past, future and conditional)
- use full sentences in Macedonian where required
- prepare by reading a wide range of listening texts.

Question 9

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.

Suggested points students may have included in their response:

- examples of particular sports stars
- influence on the lives of young people
- importance of media.

Most students referred to the sports stars mentioned in the text. Students did not need to only use the information from the text.

General comments:

- Students who achieved higher scores had mastery in all aspects of Macedonian grammar: verb conjugation, tenses, adjectival ending and gender.
- Some students did not use enough words in their writing.
- Creativity and original ideas are encouraged.

The best responses had well-organised and well-structured writing with rich language and very good grammar and strong vocabulary, choosing their own sports stars to write about.

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*.

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

Question 10

Students were required to write a speech for a youth forum in which they convinced the audience of the importance of communication and collaboration between individuals, communities and countries. Responses needed to start and end according to the text type.

Students may have included the following points in their response:

- the importance of sharing the information and resources between people (for example, the individuals in their schools, Macedonian or broader communities, or the world)
- becoming knowledgeable through communication and collaboration
- understanding each other creates healthier societies
- contributing towards a more peaceful and equitable world.

Only a few students chose this question.

Question 11

Students were required to write a diary entry about their recent visit to their Macedonian relatives in Ohrid, comparing Macedonian and Australian lifestyles.

Students may have included the following points in their response: closeness between people, way of life, communication, feeling of unrestricted movement and friendships, spontaneous family communications and gatherings, smaller cities and towns, houses and apartments are closer.

The highest-scoring responses used varied expression, and sequenced and structured ideas coherently and effectively. They described and compared Macedonian and Australian lifestyles effectively.

Most students chose to write about this topic.

Question 12

Students were required to write a travel blog about 'culture shock' when travelling to other countries, including Macedonia, informing young travellers about what to expect.

Students may have included the following points in their response:

- elements of a travel blog
- name, date, subheadings within the text, include things to do (give advice)
- your experience of culture shock through your travels, such as displacement, food, people, language, social life, attitudes, beliefs and values.

Only a few students chose this question.