



## Oral component

### GENERAL COMMENTS

Most students performed very well in both sections of the oral examination. The majority of students demonstrated their knowledge and skill in using spoken Macedonian accurately, and most students could effectively engage in a conversation. The top students were able to continue the flow of conversation with the assessors and used in-depth responses, while weaker students required some help from the assessors in order to continue the conversation. Two or three students had difficulty speaking the language.

The majority of students were well prepared for the Discussion, and some of them performed extremely well. The topics chosen were varied and many included old Macedonian literature, writers and poetry. Most students expressed their opinions and views clearly and responded well to the criteria. A few students had learnt the information by rote and struggled to continue with the discussion if they lost track of their pre-learned material while answering questions from assessors. These students could not provide appropriate and correct answers to questions posed by the assessors, as they lacked the skills needed to apply the information and answer correctly. They were often unable to use repair strategies.

### SPECIFIC INFORMATION

#### Section 1 – Conversation

In the Conversation, students are expected to talk with the assessors about their personal views and future. Stronger students handled the exchange with confidence and demonstrated an ability to carry the conversation forward with fluency. They had excellent pronunciation and intonation skills and maintained the correct tempo in their speech. They demonstrated the correct use of language structures and supported their opinions and arguments with sound reasons.

A small number of students had difficulty expressing their ideas clearly, perhaps because they were very nervous or had not been studying the language for as long as others. In such cases, assessors often found it necessary to intervene and ask a new question.

Some students need to develop a greater range of vocabulary and learn the correct language structures and grammatical rules. Weaker students were often unable to self correct.

#### Section 2 – Discussion

Most students appeared to have thoroughly researched their topic. The topics presented were usually different aspects of the main topic 'Macedonian Literature' and students used various resources, such as books, the Internet and news snippets from radio stations. The highest-scoring students demonstrated excellent language skills and presented well-researched information through a series of sequential ideas. These students answered the questions asked by assessors without any hesitation.

The average-scoring students demonstrated knowledge of the texts studied but did not have enough command over the language to be able to express their ideas clearly. A few students had learnt the information by rote and others appeared to have mental blocks; they found it difficult to maintain an exchange with the assessors even when assessors rephrased questions. Students should, therefore, refrain from learning by rote. Instead, they should practise their verbal communication skills to assist them in giving relevant answers that sound natural and spontaneous.

Most students kept to the time limit and used the correct greetings when entering and leaving the room, which was very pleasing.



## Written component

### GENERAL COMMENTS

This year, students' performances in the written examination ranged from average to very high. Students generally demonstrated accurate use of language structures, vocabulary, grammar and syntax.

Teachers should ensure that students are able to practise writing in different text types at school so that they are better prepared for the different text types that may appear in the examination.

### SPECIFIC INFORMATION

#### Section 1 – Listening and responding

Students performed reasonably well in Section 1, although there were some common mistakes which could have been avoided if the guidelines were properly followed. Students, where possible, should listen to and use spoken Macedonian as often as possible in order to gain fluency in speaking and understanding the language. Students should also use the language more frequently at home. During reading time, students should read the questions carefully.

Every year some students lose marks because they give their answers in the wrong language. Students must remember that Part A should be answered in English and Part B in Macedonian. As stated on the paper, responses in the wrong language will not score any marks. In future, teachers are advised to draw their students' attention to this issue. It is also important for teachers to stress to students the importance of reading the questions very carefully and highlighting key words.

#### Part A

##### Text 1

##### Question 1

Any four of:

- take her to Bitola
- take her around the market
- buy her a good present
- take her to the movies
- take her to the centre of town
- kiss her and spend money on her.

##### Text 2

##### Question 2a.

- The mountain villagers, by breaking the fire bans.
- The weekenders, by leaving rubbish behind.

##### Question 2b.

All of:

- to pick herbs and berries which they can sell
- to enjoy fresh air
- to enjoy the views.

##### Text 3

##### Question 3a.

He is Natasha's trainer/mentor/manager.

He says that Natasha started training with him at nine years of age/he spotted her, and talks about her talents and future career prospects.

##### Question 3b.

Any four of:

- overwhelming/unbelievable concentration
- discipline

# 2006 Assessment Report



- great stamina/perseverance
- graceful in flight
- great muscular strength for her age/physical condition.

## Question 3c.

Any three of:

- does not tire from ballet
- food intake/healthy diet
- bar for stretching exercises at home
- persuading the Macedonian government to offer her financial support.

## Part B

### Text 4

#### Question 4a.

This text proposes to promote commerce in a local village by suggesting ideas for things to buy in local shops and produced by local people. It also provides ways of doing this in comfort, using local resources and facilities.

#### Question 4b.

This text would appeal to:

- people who wanted to support local business
- those who do not have much money to spend on gifts, but who would like to give, because it provides ideas for cheaper gifts and reassures listeners that it is not money that counts, but the thought
- people who find it difficult to think of what to buy, because it provides ideas and resources to search, such as the local website.

### Text 5

#### Question 5a.

Mother Teresa can be called a citizen of the world because she:

- taught and worked outside her home country (India)
- learned other languages to reach people around the world
- was awarded the Nobel Peace Prize for 'helping the sick and poor of the world'.

#### Question 5b.

It is clear that Mr Kostovski admired Mother Teresa because:

- he was sad that she was not spoken of in her home town, Skopje, for many years and, as Mayor of Skopje, he was happy to be interviewed on the 25th anniversary of her being declared an honoured citizen of Skopje
- he knows Mother Teresa's life story well and is able to quote things she said
- he recognises her devotion to others and says 'There can only be one Mother Teresa' and 'In her home country she was forgotten and I find that difficult'.

## Section 2 – Reading and responding

In this section of the examination students were presented with three different text types. They had to present their understanding of the texts through comparing, contrasting and evaluating the material given. Some of the students performed very well. However, in the future they need to concentrate more and read the text more than once to gain a thorough understanding.

Students needed to respond to the following questions in sentences/paragraphs.

### Text 6

#### Question 6a.

'Salty' means very expensive because of the high price of chestnuts before the holidays.

#### Question 6b.

The journalist:

- is sympathetic to consumers' plight
- gives voice to pensioners/speaks out about pensioners' plight or needs
- includes children's songs and details of tradition, thus supporting the maintenance of traditions.

# 2006 Assessment Report



## Question 6c.

The children:

- go singing from one house to another
- receive treats from the tables of the houses they visit.

## Question 6d.

At least two of:

- chestnut sellers use the traditional day to inflate prices
- when chestnuts are in great demand pensioners pay the price of not being able to have a range of things to spread on their tables
- pensioners are prevented from maintaining traditions.

## Text 7

### Question 7a.

Any four of:

- people interested in their health
- people who are afraid of going bald
- people who have difficulty concentrating
- people interested in legends and historical stories
- coffee drinkers
- non-coffee drinkers
- people with a family history of diabetes, cancer, Parkinson's Disease, liver or kidney disease.

### Question 7b.

- happiness – an anti-depressant
- health – increased concentration, reduces the risk of cancer, diabetes and Parkinson's Disease
- accidental – throwing the beans in the fire revealed their aroma/the shepherd noticed his sheep's' behaviour

### Question 7c.

- It is one of the most traded products of today.
- It grows in over 50 countries and is the second-most exported product.

### Question 7d.

Text 6	Text 7
<ul style="list-style-type: none"><li>• informal language</li><li>• uses first and second person pronouns</li><li>• presents facts and figures</li><li>• negative introduction, prices high, history of chestnuts</li></ul>	<ul style="list-style-type: none"><li>• formal language</li><li>• uses the third person</li><li>• tells a story</li><li>• positive introduction, history and popularity of coffee</li></ul>

## Part B

### Question 8

Possible answers included the following.

- **Во вашето списание често гледам реклами за мобилни телефони, Опасности поврзани со мобилни телефони**
- **Цени**
- **Дали мобилниот телефон е неопходност или мода?**
- **Зошто?**
- **Потребни: секој има, намалени цени, потребно во глобалниот свет, потребно за сигурност, родител да знае каде му/и се децата, сообраќајна несреќа, бремена жена итн.**
- **Мода: секој има беспотребно, играчка, модата брзо проаѓа, идни испитувања ќе покажат повеќе опасности, поретко ќе се користат**



### Section 3 – Writing in Macedonian

In general, most of the students responded to the personal/imaginative task because it gave them more chance to express themselves. Some students produced excellent pieces about the maintenance and importance of the Macedonian language in Australia. These students structured their writing well and included an introduction, paragraphs and a conclusion.

#### Question 9

Possible answers included the following.

- Датум
- Причини зошто се одложува: што би правел/а, каде би отишол/отишла...
- Причини за продолжување: порано би завршила, би знаел/а, дали е избрана права струка
- Други фактори: очекувања на родителите, што ќе прават другарите/другарките
- Страв
- Несигурност
- Совет од лица (постар брат, братучед, лектор)

#### Question 10

Possible answers included the following.

- Претставување: кој сум, за што ќе зборувам
- Кратка историја за деца во сиромашна земја
- Споредби на сиромашни деца во светот и децата овде
- Убедувања: зошто е потребно да се спонсорираат сиромашните деца
- Солидарност
- Иднина

#### Question 11

Possible answers included the following.

- Комуникации со роднини и пријатели
- Кое е чувството ако не го знаете јазикот, традицијата
- Споредба на двајца тинејџери во Австралија
- Зошто е важно да се одржи јазикот, културата
- Начини како да се одржат

#### Question 12

Possible answers included the following.

- Одбери време (година, ера во минатото)
- Место (град, држава)
- Причина/Улога, што прават таму
- Со какви лица, опасности, ситуации се среќаваат
- Што направија
- Што научија