

Accreditation Period

Units 1 and 2

2002–2023

Units 3 and 4

2002–2024



Victorian Certificate of Education

MACEDONIAN

STUDY DESIGN



www.vcaa.vic.edu.au

Amendments to study design history

Version	Status	Release Date	Comments
1.1	Current	December 2023	The accreditation period for Units 1 and 2 expired 31 December 2023. The accreditation period for Units 3 and 4 has been extended and expires 31 December 2024.
1	Superseded	January 2001	

Collaborative Curriculum and Assessment Framework for Languages (CCAFL)
Macedonian

The following agencies have contributed to this document:

Board of Studies, New South Wales
Board of Studies, Victoria
Curriculum Council of Western Australia
Northern Territory Board of Studies
Senior Secondary Assessment Board of South Australia
Tasmanian Secondary Assessment Board

Every effort has been made to contact all copyright owners. The Board of Studies, Victoria apologises if it has inadvertently used material in which copyright resides. For acknowledgment in future editions please contact:

Copyright Officer
Board of Studies
15 Pelham Street
Carlton VIC 3053

Published by the Board of Studies
15 Pelham Street, Carlton, Victoria 3053
Website: <http://www.bos.vic.edu.au>

This completely revised and reaccredited edition published 2000.

© Board of Studies 2000

This publication is copyright. Apart from any use permitted under the *Copyright Act 1968*, no part may be reproduced by any process without prior written permission from the Board of Studies.

Edited by Scott Robinson
Designed by Geoff Coleman
Desktop publishing by Julie Coleman

Cover artwork

Detail from a VCE work of Paul Wisneske: 'Mallee landscape' 1993, acrylic on canvas, 1100 x 840 mm. Copyright remains the property of the artist.

Languages Other Than English: Macedonian
ISBN 1 74010 145 6

Contents

Important information	5
Introduction.....	7
The language.....	7
Rationale	7
Aims	7
Structure.....	8
Entry.....	8
Duration	8
Changes to the study design.....	8
Monitoring for quality	8
Safety	8
Use of information technology	8
Community standards	8
Vocational Education and Training option.....	9
Assessment and reporting	10
Satisfactory completion	10
Authentication.....	10
Levels of achievement	10
Areas of study Units 1–4.....	12
Unit 1	17
Outcomes	17
Assessment.....	18
Unit 2	20
Outcomes	20
Assessment.....	21
Units 3 and 4.....	23
Unit 3	25
Outcomes	25
Assessment.....	26
Unit 4	28
Outcomes	28
Assessment.....	29

Advice for teachers.....	36
Developing a course.....	36
Methods.....	36
Structure and organisation	36
Use of information technology	37
Example outlines.....	37
Summary of outcomes: Module 2B of the National TAFE Language Course	50
Main characteristics of different kinds of writing.....	50
Main characteristics of common text types	52
Suitable resources	53

IMPORTANT INFORMATION

Accreditation period

Units 1 and 2: 2002–2023

Units 3 and 4: 2002–2024

Accreditation period for Units 1 and 2 ends 31 December 2023

Accreditation period for Units 3 and 4 ends 31 December 2024

Other sources of information

The [*VCE Bulletin*](#) is the only official source of changes to regulations and accredited studies. The *VCE Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCE Bulletin*.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Board of Studies will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The [*VCE Administrative Handbook*](#) for the current year contains essential information on assessment and other procedures.

VCE providers

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

THE LANGUAGE

The language to be studied and assessed in this course is the standard contemporary language which is the official and internationally recognised language of the Republic of Macedonia. The Macedonian Cyrillic script will be used. Some variation in accent and pronunciation due to regional or dialectal differences will be accepted in the oral examination.

RATIONALE

The study of Macedonian contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. As well as the cognitive benefits of learning a language, it provides access to the culture of Macedonian-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Macedonian develops skills in understanding and producing a language that is spoken in the country, as well as by significant communities in Albania, Bulgaria and Greece and as a result of migration, by communities in North and South America, Canada, Western and Eastern Europe and Australia.

People of Macedonian origin have made a contribution to Australia's development for many years. Associated with the Macedonian language is a culture rich in history and tradition, art, music, dance, literature and folk craft. The study of Macedonian provides students with direct access to this culture and heritage.

The ability to communicate in Macedonian may, in conjunction with other skills, provide students with enhanced vocational opportunities in the fields of translation, interpreting, education, trade, social welfare, counselling and journalism.

AIMS

This study is designed to enable students to:

- use Macedonian to communicate with others;
- understand and appreciate the cultural contexts in which Macedonian is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Macedonian and English, and/or other languages;
- apply Macedonian to work, further study, training or leisure.

INTRODUCTION**STRUCTURE**

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

ENTRY

Macedonian is designed for students who will, typically, have studied Macedonian for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must undertake Unit 3 prior to undertaking Unit 4.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the [VCE Bulletin](#). The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

MONITORING FOR QUALITY

The Board of Studies will, from time to time, undertake an audit of Macedonian to ensure that the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of students' work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the [VCE Administrative Handbook](#). Schools will be notified during the teaching year of schools and studies to be audited.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION TECHNOLOGY

In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The Advice for Teachers section provides specific examples of how information technology can be used in this study.

COMMUNITY STANDARDS

It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern in the use of information located on the World Wide Web.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should note that they will need to seek registration as a training provider, or to enter into an agreement with a registered training provider able to offer the module outcomes to students on their behalf. For further information, contact the Office of Post Compulsory Education, Training and Employment (PETE).

The school-assessed coursework component of this study is designed to allow the integration of tasks required in Modules 2A and 2B of the *National TAFE Language Course Stage One**. The outcomes for Module 2A relate most closely to Units 1 and 2; the outcomes for Module 2B relate most closely to Units 3 and 4.

The VCE coursework assessment tasks (including those required for the detailed study VET option) are sufficiently flexible for both the VCE outcomes and selected outcomes required for Modules 2A and 2B to be met. Examples of how this might be done are provided on pages 46–49.

Students who successfully meet all of the outcomes required for Module 2A will be eligible to receive from their registered provider a Certificate II in Applied Languages. Students who meet all of the outcomes required for Module 2B will be eligible to receive a Certificate III in Applied Languages.

It is important to note that there are significantly more outcomes to be met in both Modules 2A and 2B than in VCE Units 1 and 2, and in Units 3 and 4, respectively. Although there is considerable scope for several of the module outcomes to be incorporated into one VCE assessment task, it is possible that (unless the student has completed some of the module outcomes previously) a number of additional assessment tasks (beyond the eight required for VCE Units 1 and 2, and six required for VCE Units 3 and 4) will be required, if the student is to achieve them all for the purposes of VET certification.

Schools might therefore wish to consider incorporating outcomes from Module 2A into Year 10 programs as well as into VCE Unit 1, and outcomes from Module 2B into VCE Unit 2 tasks, in addition to tasks in Units 3 and 4.

No additional enrolment procedure is required for students wishing to follow this VET option. It is important to note, also, that students who successfully complete the outcomes for Modules 2A and/or 2B will not receive any additional credit for satisfactory completion of the VCE, or for the calculation of the ENTER.

**National TAFE Language Course: Stage One; Generic Curriculum*, ACTRAC Products, 1994, available from Australian Training Products (tel: 03 9630 9836)

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Board of Studies as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Board of Studies as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's [VCE Administrative Handbook](#) for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4.

In Macedonian the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent.

Areas of study

Units 1–4 Common areas of study

The areas of study for Macedonian comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

- The individual
- The Macedonian-speaking communities
- The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 23 and 24.

PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Macedonian-speaking communities	The changing world
<ul style="list-style-type: none"> • Personal identity <i>For example, personal details and qualities; personal interests, leisure activities; personal priorities.</i> • Relationships <i>For example, relationships with family and friends; personal view of the role of the family, the role of the individual in the community.</i> • Education and aspirations <i>For example, further education, careers; lifestyle aspirations; student's view of the ideal world.</i> 	<ul style="list-style-type: none"> • Lifestyles <i>For example, in a specific area, rural and urban lifestyles, lifestyles in Australia and Macedonia, the role of women, the extended family.</i> • Culture and traditions <i>For example, religious/belief systems, festivals/celebrations/ceremonies, wisdom from the past.</i> • Arts, literature and the media <i>For example, Macedonian writers, contemporary film, music past/present.</i> • Migration <i>For example, migration in the past; impact of migration on family, culture; oral histories.</i> 	<ul style="list-style-type: none"> • Social issues <i>For example, challenges facing young people, self esteem; the importance of humanitarianism; indigenous issues; Australian/Macedonian relations; refugees.</i> • Our natural world <i>For example, conservation, pollution now and in the future, the impact of green activism.</i> • Current affairs <i>For example, people and events, parties and politics.</i>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program.

Advertisement	Invitation*	Recipe
Announcement	Journal/diary entry*	Report*
Article*	Map	Review*
Chart	Menu	Song
Conversation*	News item	Story/narrative account*
Discussion*	Note/message*	Survey
Editorial	Personal profile*	Table
Film	Play	Text of a dialogue/sketch*
Formal letter*	Poem	Text of a speech*
Informal letter*	Postcard*	Timetable
Interview	Presentation	

KINDS OF WRITING

The student is expected to be familiar with, and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 31.

GRAMMAR

The student is expected to recognise and use the following grammatical items:

Verb	conjugation of verbal groups a, e i	вика живее оди
	tense	
	present	чита
	perfect	читав
	future	ќе читам
	continuous	читајќи, читам
	past definite perfective (L form)	читал
Mood	past indefinite imperfective	
	pluperfect†	беше читал
Mood	indicative in all tenses	
	imperative	Читај!
	potential conditional	Да читаше
Voice	active	се занесовме
	passive	занесени
	transitive, intransitive and reflexive verbs	се мијам, се бричам
	impersonal verbs	се вели, се мисли
	verbal nouns, verbal adjectives and verbal adverbs	работење, работен, работно
	verbal constructions ima/nema	има некој/нема никој има речено/нема речено
Adverb	type	
	time	вчера, утринава
	place	таму, овде
	manner	пешки, со автобус
	quantity	пет, неколку
	comparison	отколку, од, нај

† for recognition only

Article	indefinite definite masculine feminine neuter	врата вратата телевизорот (ов, от, он) масата (ва, та, на) пилето (во, то, но)
Noun gender	masculine feminine neuter irregular plural vocative form diminutive	професор професорка дете нож - ножеви море! докторе! сине! Пиленце, ноже, столче
Adjective	number (plural) gender definiteness comparative and superlative forms noun-adjective agreement possessive	убави куќи убав, убава, убаво убавиот, убавата, убавото, поубав,а,о,и најубав,а,о,и бел галеб, убава куќа училишно звонче
Pronoun	personal, direct and indirect object pronouns (long and short forms) possessive demonstrative reflexive interrogative indefinite universal relative negative	јас, ти, вие, мене ме, тебе те, мајка ми, мој, твој, негов она, овој, тој, оние мене ме, тебе те, ним им кој? што? чиј? некој, нечиј, нешто, секој, сечиј, сешто кој, а, е и чиј,а,е,и што никој,а,е,и ничиј,а,е,и ништо
Preposition	prepositional phrases	низ, зад, на, од
Numerals	cardinal and ordinal (gender)	еден, два, прв, а, о, и втор, а, о, и
Sentence type	simple, complex and compound statements questions commands affirmative and negative exclamatory the noun phrase functions subject, direct object, indirect object verbal and nominal predicates direct and indirect speech	

Semantics	derivation of new words prefixes and suffixes prefixation of verbs suffixation in verbal system compound words especially nouns and adjectives	жена. женидба, женет коса, коси, косач, косидба, објави, најави, пројави чита, прочита, начита зајдисонце, рамноправен
Register	formal and informal registers	ти ,Виe, вие

Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of the course design.

OUTCOMES

For this unit the student is required to demonstrate achievement in three outcomes.

Outcome 1

On completion of this unit the student should be able to establish a relationship in a written or spoken exchange related to personal areas of experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences;
- use vocabulary and expressions related to the topic area;
- use a range of question and answer forms;
- link and sequence ideas and information;
- initiate, maintain and close an exchange;
- use appropriate intonation, stress, pitch, spelling and punctuation;
- self-correct/rephrase in communication;
- recognise and respond to cues for turn taking;
- deal with unfamiliar vocabulary and structures, for example ask for repetition and clarification;
- communicate in a range of text types, for example letter, fax, email, voicemail and telephone, as well as face-to-face;
- use appropriate non-verbal forms of communication, such as eye contact and handshake.

UNIT 1**Outcome 2**

On completion of this unit the student should be able to listen to, read and obtain information from written and spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of vocabulary, structures and content related to topics studied;
- recognise common patterns of word formation, cognates, grammatical forms and use these to infer meaning;
- identify key words, main points and supporting ideas;
- order, classify and link items from various parts of the text;
- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using audio and video programs, and referring to dictionaries.

Outcome 3

On completion of this unit the student should be able to give a personal response to a text focusing on real or imaginary experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant genres, for example review, article;
- use structures related to explaining, describing, comparing and commenting on past, present and future events or experiences;
- use stylistic features, such as repetition and contrast;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- link ideas, events and actions;
- select and make use of relevant reference materials;
- identify main ideas, events and sequences of action;
- provide personal comment/perspective on aspects of the texts;
- respond appropriately to the context, purpose and audience described.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are assessed. Tasks should also be selected to ensure that, over the course of the unit, listening and writing skills in Macedonian are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

Outcome 1:

- informal conversation

or

- reply to personal letter/email/fax.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Macedonian or English

and

- read written texts (e.g. extracts from assessments, letters) to obtain information to complete notes, charts or tables in Macedonian or English.

Outcome 3:

- oral presentation...

or

- review

or

- article.

It is expected that student responds in Macedonian to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Macedonian, and the other a response in English.

Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of the study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of the following outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a written or spoken exchange related to making arrangements and completing transactions.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing;
- use vocabulary and expressions appropriate to the topic areas;
- apply the conventions of relevant text types;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements, complete transactions, and reach decisions;
- obtain and provide goods, services and public information;
- link and sequence information;
- initiate, maintain, negotiate, and close an exchange;
- use gesture, stance and facial expression to enhance meaning and persuade;
- use examples and reasons to support arguments, and to convince;
- respond appropriately for the context, purpose and audience described.

Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- recognise and use vocabulary, structures and content related to topics studied;
- apply the conventions of relevant text types such as a letter or a newspaper report;

- infer meaning from linguistic and contextual features;
- classify, compare and predict information and ideas;
- summarise, explain and contrast ideas and information from different texts;
- infer points of view, opinions and ideas;
- extract and reorganise information and ideas from one text type to another;
- provide personal comment/perspective on aspects of texts;
- appreciate cultural aspects critical to understanding the text.

Outcome 3

On completion of this unit the student should be able to give expressive or imaginary experience in written or spoken form.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of text types, for example, journal entry, story or personal account;
- use structures related to describing, recounting, reflecting upon past, present or future events or experiences;
- use a range of appropriate vocabulary to express ideas and feelings;
- use stylistic techniques such as repetition, questions and exclamations;
- structure writing to sequence ideas and events logically;
- vary language for audience and text purpose.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should be selected to ensure that, over the course of the unit, both oral and written skills in Macedonian are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

Outcome 1:

- formal letter, or fax, or email

or

- role-play

or

- interview.

Outcome 2:

- listen to spoken texts (e.g. conversations, interviews, news reports) and reorganise information and ideas in a different text type

and

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Outcome 3:

- journal entry

or

- personal account

or

- short story.

It is expected that the student responds in Macedonian to all assessment tasks selected.

Units 3 and 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through texts; Language and culture through VET.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class or different sub-topics may be selected for individuals or groups of students. In the former case, it will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination.

At least one and no more than two of the six coursework assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Macedonian-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 30). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Macedonian-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting

and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

Language and culture through VET

This detailed study allows the student to explore and compare aspects of the language and culture of the Macedonian community through the study of outcomes drawn from Module 2B of the National TAFE Language Course, Stage One.

The sub-topic selected for this detailed study must allow for the incorporation of study related to Outcomes 14, 15, and one or more of Outcomes 2, 5 and 13 from module 2B of the National TAFE Language Course, Stage One. For further details of this course, refer to page 9.

FOR USE IN VET

Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of relevant text types;
- create a personal or imaginative text, focusing on an event or experience in the past, present or future;
- show knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose;
- organise and sequence ideas;
- simplify or paraphrase complex expressions;
- select and make appropriate use of reference materials, including dictionaries.

Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge of registers, and stylistic features such as repetition and tone.

UNIT 3**Outcome 3**

On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- exchange and justify opinions and ideas;
- present and comment on factual information;
- describe and comment on aspects of past, present and future experience;
- ask for and give assistance or advice;
- use appropriate terms of address for familiar and unfamiliar audiences;
- link and sequence ideas and information;
- use a range of question forms;
- use appropriate gesture;
- self-correct/rephrase to maintain communication.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the final assessment.

School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	20
Outcome 2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue	20
Total marks		50

* School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- understand and convey gist, identify main points and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of different texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use a range of text types;
- show knowledge of and use simple stylistic features such as repetition and contrast;
- infer meaning from cognates, grammatical markers and common patterns of word formation;
- appreciate cultural aspects critical to understanding the text.

Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of the Macedonian-speaking communities.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Macedonian-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour or attitude;
- present an opinion about an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;

- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent of the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent of the final assessment.

School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
Outcome 1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
Outcome 2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Macedonian-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.	20
	A three- to four-minute interview on an issue related to texts studied.	20
Total marks		50

* School-assessed coursework for Unit 4 contributes 25 per cent to the final assessment.

End-of-year examinations

The end-of-year examinations are:

- an oral examination
- a written examination.

Oral examination (approximately 15 minutes)*Purpose*

The oral examination is designed primarily to assess the student's knowledge and skill in using spoken Macedonian.

Specifications

The oral examination has two sections.

Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student's personal world, for example school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the Discussion. The focus of the Discussion will be to explore aspects of the language and culture of Macedonian-speaking communities. The student will be expected to either make reference to texts studied or, if they have elected to follow the VET option, to discuss aspects of Outcomes 2, 5, 13, 14 or 15 from module 2B.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted.

Written examination (3 hours including 10 minutes reading time)

The student may use monolingual and/or bilingual print dictionaries in the written examination.

Section 1: Listening and responding*Purpose*

Section 1 of the written examination is designed primarily to assess the student's knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Macedonian in Part B to questions on this information. The questions may require the student to identify information related to:

- the context, purpose and audience of the text;
- aspects of the language of the text, for example tone, register, knowledge of language structures.

Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears five to seven texts in Macedonian covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 7–8 minutes.

Some texts will be short, that is one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is one reading of each text will be approximately 90–120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A

There will be two to four short texts, and one longer text.

Questions will be phrased in English for responses in English.

Part B

There will be one short text and one longer text.

Questions will be phrased in English and Macedonian for responses in Macedonian.

Section 2: Reading and responding

Purpose

Section 2 of the written examination is designed primarily to assess the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Macedonian to information provided in a text.

Specifications

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

Part A

The student will be required to read two texts in Macedonian of 400–500 words in total. The texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

Part B

The student will be required to read a short text in Macedonian of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 13.

The student will be expected to write a response of 150–200 words in Macedonian. The task will be phrased in English and Macedonian for a response in Macedonian.

Section 3: Writing in Macedonian*Purpose*

Section 3 of the written examination is designed primarily to assess the student's ability to express ideas through the creation of original text in Macedonian.

Specifications

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (informative, imaginative, persuasive, etc.) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–250 words in Macedonian. The tasks will be phrased in English and Macedonian for a response in Macedonian.

SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a written or spoken exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in a written or spoken exchange related to making arrangements and completing transactions. or Respond to personal letter/fax/email. or Respond to an interview.	1 Participate in a written or spoken exchange related to making arrangements and completing transactions. or Respond to personal letter/fax/email. or Respond to an interview.
2 Listen to, read, and obtain information from written and spoken texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Macedonian or English. and Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Macedonian or English.	2 Listen to, read, and obtain information from written and spoken texts. and Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Macedonian or English.	2 Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or Written presentation.	3 Give expression to real or imaginary experience in written or spoken form.	3 Journal entry. or Personal account. or Short story.

UNIT 4

Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using the information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Macedonian-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. and A three- to four-minute interview on an issue related to texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
Unit 3		Oral examination	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
Unit 4		Written examination	
Response to written texts.	5	Listening and responding Part A: Response in English Part B: Response in Macedonian	10 5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding Part A: Response in English Part B: Response in Macedonian	10 5
Three- to four-minute interview.	10	Writing	7.5

Overall contribution of school-assessed coursework and end-of-year examinations	%
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 35.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

METHODS

Any communicative teaching method or combination of methods which allows students to demonstrate achievement of the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.


STRUCTURE AND ORGANISATION

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.


USE OF INFORMATION TECHNOLOGY

In designing courses and developing learning activities for Macedonian, teachers are encouraged to make use of applications of information technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web.

EXAMPLE OUTLINES

The example outlines which follow are not intended to represent fully worked courses, but illustrate one way of integrating areas of study, outcomes, learning activities and assessment tasks. They include suggested sub-topics for the detailed study, and an example of how VET and VCE outcomes and assessment tasks can be aligned. The examples that make use of information technology are identified by this icon .

Unit 1

Theme	Examples of learning activities
The individual	from a list of occupations choose down an and gain your personal preferences
Topic	
Education and aspirations	prepare a set of questions to interview a professional about his/her critical career selection
Grammar	
Noun and adjective agreement, personal pronouns, double form pronouns, verbal adjective and verbs	 using Macedonian information about courses at an educational institution in Macedonia and report to the
Text types	
List, course outline, interview, report, job advertisement, job application, résumé	and text about changing needs of industry in Australia complete short-answer questions read advertisements in newspapers and write a short letter of application and résumé

Example assessment tasks

<p>Outcome 1: Establish and maintain a spoken or written exchange relationship based on personal experience.</p> <p>Take part in a conversation about future career aspirations.</p>	<p>Outcome 2: Listen to, read and obtain information from written and spoken texts.</p> <p>Listen to a talk given by a careers advisor and complete notes.</p>
---	---

Unit 1

Theme

The Macedonian-speaking communities

Topic

Culture and traditions

Grammar

I, E, A, group verbs/conjugation and yBA
– infinitive verbs, formal and informal registers

Text types

Dialogue, short story, video, invitation, song, program

Examples of learning activities

watch videos of contemporary wedding ceremonies from both Macedonia and Australia and discuss similarities and differences

write an article on the similarities and differences between wedding ceremonies in Australia and Macedonia

complete a dialogue for a speech about a wedding in Macedonia

complete a formal invitation and program including traditional Macedonian wedding customs

read a short story on a marriage that took place in the early 1900s and answer questions

Example assessment tasks

Outcome 3: Produce a personal response to a text focusing on a real or imagined experience.

Listen to traditional Macedonian wedding songs and write a review in which you explain why, in your view, they are a useful source of cultural information.

Outcome 2: Listen to, read and obtain information from written and spoken texts.

Read articles on aspects of traditional Macedonian ceremonies and complete a chart.

Unit 2

Theme

The Macedonian-speaking communities

Topic

Culture and traditions

Grammar

Verb forms, sentence types and prepositions

Text types

Proverb, narrative account, discussion, personal profile, folk tale, article

Examples of learning activities

write a short profile of a prominent Macedonian writer focusing on his/her life

read and discuss Macedonian poems

list some Macedonian proverbs and explain the moral in each one

read a short folk tale and complete short-answer questions

role-play a conversation about a folk tale, e.g. Силјан and discuss the moral of the story

choose a story to translate a story from a collection, e.g. 19th Century Macedonian Collection

retell key elements of a short story in a class presentation

Example assessment tasks

Outcome 1: Participate in a written and spoken exchange related to making arrangements and completing transactions.

Role-play a conversation about tickets for a cultural activity and complete a payment and collection of the tickets.

Outcome 2: Listen to, read, and extract and use information and ideas from written and spoken texts.

Read a Macedonian folk tale and summarise the story and its moral.

Unit 2

Theme

The changing world

Topic

Social issues

Grammar

Sentence types

Text types

Journal entry, interview, article, report, discussion

Examples of learning activities

write a journal entry from the perspective of a refugee child, using factual information and details from articles read in class

invite a guest speaker to talk about their experience of settling into a new country; prepare questions, take notes and write an article for a school magazine

research different refugee groups who have recently come to Macedonia and write a report on the experiences of different groups; present the report to the class

use the Internet, research and find articles on refugees in Macedonia; summarise key points

in class, discuss what the refugee situation in Macedonia demonstrates about the concept of ЧОВЕШТИНА/humanitarianism

Example assessment task

Outcome 3: Creative expression of real or imaginary experiences (written or spoken)

Write a journal entry focusing on an experience related to settling into a new situation or context.

Unit 2

Theme

The Macedonian-speaking communities

Topic

Migration

Grammar

Mood, voice, active and passive, impersonal verbs, adverbs

Text types

Article, song, note, sketch

Examples of learning activities

read extracts on Печалбарски and customs associated with journeys and make notes

write a note in response to a friend who has recently left

listen to songs and video clips about Печалбарски and complete short-answer questions

use a dictionary to describe contemporary Печалбарска and describe the words and present it to the class

Example assessment task

Outcome 2: Listen to, read, and extract information and ideas from written and spoken texts.

Listen to an extract from a play, e.g. Печалбари by Anton Panov, and write a summary of the main events.

Unit 3

Theme

The Macedonian-speaking communities

Topic

Lifestyles

Grammar

Articles, gender, noun adjectives

Text types

Song, interview, table, article

Examples of learning activities

listen to interviews with, e.g. a Macedonian grandmother, a working mother and a Macedonian professional woman; complete a table outlining the issues raised

listen to a folk song about a жена борец and a contemporary Macedonian song about issues facing women; transcribe the words to the songs and summarise the different views presented

read articles, complete short-answer questions and use the information to write a report on the contribution of Macedonian women, past and present, to women's rights

present a report about the contribution of a prominent Macedonian woman

Example assessment tasks

Outcome 1: Express ideas through the production of original texts.

A 250-word personal or imaginative written piece.

Imagine it is the year 1901. Write a journal entry about a typical day in your life.

Outcome 3: Exchange information, opinions and experiences.

A three- to four-minute role-play, focusing on the resolution of an issue.

Take part in a role-play in which you aim to persuade a friend that traditional songs have just as much to say about women's roles as modern ones.

Unit 4

Theme

The Macedonian-speaking communities

Topic

Arts, literature and the media

Grammar

Adverbs-comparison, direct and indirect speech, nouns-vocative and diminutive

Text types

Film, review, report, article

Examples of learning activities

watch a film, e.g. *Before the Rain*, and answer questions

summarise the main events of a film studied as a timeline

read an article about a prominent artist and discuss the significance of their work

write a report about a prominent Macedonian film-maker and his/her achievements

watch a film, e.g. *Before the Rain*, and write a review focusing on the role the music plays in enhancing the overall mood

Example assessment task

Outcome 2: Respond critically to spoken and written texts which reflect aspects of the language and culture of the Macedonian-speaking communities.

A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.

Write a 250–300-word review of a film studied, focusing on the major theme and its significance for young people today.

Unit 4

Theme

The changing world

Topic

Our natural world

Grammar

Compound words, nouns and adjectives, semantics – derivation of new words

Text types

Letter, article, script, song, email

Examples of learning activities

read articles and listen to songs on *ѓурѓовденски празнувања*, and answer questions



using *Macedonianlinx* and current Macedonian newspapers/magazines find articles about ecological problems in Macedonia and make notes

write the script of a segment for a radio or television program regarding an environmental issue in Macedonia or Australia

read a letter to the editor and write a response incorporating your solutions to the ecological issues raised



send an email to *Молика* requesting an update of their latest environmental activities

Example assessment task

Outcome 1: Analyse and use information from written texts.

A response to specific questions, messages or instructions, extracting and using information requested.

Read articles about the impact of environmental degradation in Macedonia and use the information to write a script for a speech on the need for urgent action to be taken.

SUGGESTED SUB-TOPICS FOR DETAILED STUDY

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

Theme: The individual

Topic: Personal identity

Possible sub-topics for detailed study:

- Values that are important to me.
- Language, culture and identity.

Theme: The individual

Topic: Relationships

Possible sub-topics for detailed study:

- The changing nature of family.
- The importance of the extended family.

Theme: The Macedonian-speaking communities

Topic: Lifestyles

Possible sub-topics for detailed study:

- Macedonian culture and lifestyle, yesterday and today.
- Lifestyle in contemporary Macedonian/Australian communities.
- Parents and their influence on their children's lifestyles.

Theme: The Macedonian-speaking communities

Topic: Culture and traditions

Possible sub-topic for detailed study:

- Customs, rituals and festivals; their origin and importance in Australia today.

Theme: The Macedonian-speaking communities

Topic: Arts, literature and the media

Possible sub-topics for detailed study:

- The development of literacy.
- A comparison of the works of two writers, e.g. Konstantin Miladinov and Kocho Racin.
- Contemporary poetry, e.g. Radovan Pavlovski and the annual Struga Poetry Festival.

Theme: The Macedonian-speaking communities

Topic: Migration

Possible sub-topics for detailed study:

- The impact of migration on family, culture and identity.
- Oral histories of early Печалбари to Australia.

Theme: The changing world

Topic: Social issues

Possible sub-topics for detailed study:

- Challenges facing young people.

Theme: The changing world

Topic: Our natural world

Possible sub-topics for detailed study:

- The impact of Green Activism in the Former Yugoslav Republic of Macedonia and Australia.

Theme: The changing world

Topic: Current affairs

Possible sub-topics for detailed study:

- The development of the democratic process in the Former Yugoslav Republic of Macedonia.
- A comparison of the Macedonian and Australian parliamentary systems.

ADVICE FOR TEACHERS

EXAMPLE OUTLINE OF ASSESSMENT TASKS INCORPORATING BOTH VET AND VCE OUTCOMES

The outline below is an example of how all the VET outcomes required for the National TAFE Language Course, Module 2B (Certificate 3 Applied Languages), can be aligned with VCE outcomes and assessment tasks for Units 2, 3 and 4.

VET Outcome 3: and VET Outcome 4:	Enquire about courses at an educational institution. Enquire about housing at an educational institution.
VCE Unit 2 Outcome 1:	Formal letter.
Assessment task:	You are thinking of applying for a training course at a college in a Macedonian-speaking country. Write a formal letter to the overseas education officer enquiring about types, costs, length and entry requirements related to your area of interest. Enquire about the type, cost and availability of accommodation on the premises.

VET Outcome 1: and VET Outcome 6:	Seek medical attention at a hospital/surgery/chemist (1.1, 1.2, 1.3) Write a bank letter/letter/thank someone over the phone (6.1, 6.2)
VCE Unit 2 Outcome 2:	Read written texts and reorganise the information and ideas in a different text type.
Assessment task:	A message has been left for you explaining that a guest due to arrive at the hotel where you work has been taken ill in a hospital. Ring the local doctor and describe the condition of the patient, symptoms, and the information you have about their medical history. Seek advice on the best action to take and thank them for their assistance.

VET Outcome 11 and 12:	Describe personality of people. Exchange information about the area where you live.
VCE Unit 2 Outcome 2:	Listen to spoken texts and reorganise information and ideas in a different text type.
Assessment task:	Listen to the interview conducted by the students' association and write a report to be published in the students' magazine as advice for students intending to study overseas. Based on the information they provide, include details of the pros and cons of sharing accommodation, and the main things to look for in good accommodation.

VET Outcome 1: and VET Outcome 8:	Seek medical attention at a hospital/surgery/chemist (1.4, 1.5, 1.6, 1.7, 1.8). Hold a short conversation with one or more persons.
VCE Unit 3 Outcome 3:	Three- to four-minute role-play focusing on the resolution of an issue.
Assessment task:	A member of the tour group has been experiencing serious headaches and you have made an appointment with the local doctor. Assist your client to fill in the form provided. Explain their symptoms. Clarify the dosage and side effects of the medicine prescribed for them. Advise them about the possibilities of obtaining a second opinion.
VET Outcome 5: and VET Outcome 9:	Demonstrate knowledge of the education system in a Macedonian-speaking community. Write a short article in Macedonian.
VCE Unit 3 Outcome 1:	250 words in Macedonian.
Assessment task:	You have recently returned from an exchange visit to a Macedonian-speaking community. Write an article for your school magazine focusing on your experiences of the school in a Macedonian-speaking community. Describe your views on the structure, philosophy and attitude to school, the subjects offered, level of achievement attained and aspects of the school culture, such as discipline, uniform, staff, and student relations.
VET Outcome 7:	Comprehend a simple, short conversation between two native speakers.
VCE Unit 3 Outcome 2:	Analyse and use information from spoken texts.
Assessment task:	Listen to the radio interview on changing attitudes to education in a Macedonian-speaking community. Using the information provided, write a comparison between the situation for school leavers in Australia and a Macedonian-speaking community.

ADVICE FOR TEACHERS

- VET Outcome 2: Demonstrate basic knowledge of medical practices and
and sickness in a Macedonian-speaking community.
VET Outcome 10: Read a short dialogue or passage.
- VCE Unit 4 Outcome 1: Analyse and use information from written texts
- Assessment task: Read the two articles provided on health provision in a Macedonian-speaking community. Using the information provided, write an article for a travel magazine outlining the major features of health provision in a Macedonian-speaking community, and provide key advice for potential tourists.

Details

VET Outcome 13: Demonstrate basic knowledge of politics and government in
and a Macedonian-speaking community.
VET Outcomes 14,15: Develop some specialised language and cultural knowledge.

VCE Unit 4 Outcome 1: 250 word informative piece.
and
VCE Unit 4 Outcome 2: Respond to four-minute interview on an issue related to texts
provided.

Assessment task: Write an informative article in which you outline the political figures currently prominent in a Macedonian-speaking community, and one or two recent issues or events.

There can only be real economic progress if the populace learns to look after itself, rather than relying on the state. Discuss this issue in a three- to four-minute interview.

SUMMARY OF OUTCOMES: MODULE 2B OF THE NATIONAL TAFE LANGUAGE COURSE (CERTIFICATE III, APPLIED LANGUAGES)

1. Seek medical attention at hospital/surgery/chemist.
2. Demonstrate basic knowledge of medical practices, health and sickness in C2.
3. Enquire about courses at an educational institution.
4. Enquire about housing at an educational institution.
5. Demonstrate basic knowledge of the educational system in C2.
6. Write a thank-you letter/thank someone over the phone.
7. Comprehend a simple short conversation between two native speakers.
8. Hold a short conversation with one or more persons.
9. Write a short dialogue, notes or messages or narrative passage.
10. Read a short dialogue or narrative passage.
11. Describe personality of people.
12. Exchange information about the area/suburb/state where you live.
13. Demonstrate basic knowledge of politics and government in C2.
14. Develop some specialised cultural knowledge.
15. Develop some specialised language knowledge.

MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing:

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

Informative writing:

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
Advertisement	Topic/product name; content (factual and persuasive information); register; style; layout.
Article (magazine)	Title; content; author (fictional name); register; style; layout.
Article (newspaper)	Title; date; place; content; author (fictional name); register; style; layout.
Brochure/leaflet	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Guide (tourist)	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
Instruction/recipe	Title/topic; structure; content (equipment, method); register; style; layout.
Invitation	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
Journal entry	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content; (information/reflection/evaluation); conclusion; register; style; layout.
Letter (business)	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter/postcard (social): family, friend, acquaintance	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
Letter (to the editor)	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
Message/email	Date; salutation; body (content); farewell; signing off; (fictional name); register; style; layout.
Profile	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
Report (factual)	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
Report (newspaper)	Title; date; place; content; byline (fictional name); register; style; layout.
Report (supporting recommendations)	Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
Résumé	Title; content (factual information); register; style; layout.
Review/critique	Topic; structure; content; author (fictional name); register; style; layout.
Script (speech, report, sketch)	Title/topic; structure; content; register; style; layout.
Story, short story	Title/topic; structure; content; author (fictional name); register; style; layout.

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

BOOKS

Dictionaries

Македонск/Англиски, Англиски/Македонски
Ре:ник, Топер, Скопје 2000

Институт за Македонски Јазик, Крсте Мисирков
Правопис на Македонскиот Литературен Јазик,
Просветно Дело, 1979.

Црвенковски Д. & Груник Македонски/Англиски
Ре:ник, НаШа Книга Скопје, 1993.

Олга МиШевска Томик, *Англиско-Македонски*
Ре:ник Култура Скопје, 1994.

grammar

Prof. Krum Toshev and Dragi Stefaniја, *A Text Book of the*
Macedonian Language, Скопје, 1965.

Читанка за V, VI VII & VIII Одделение, ОП за
издавање учебници и наставни средства Просветно
дело Скопје 1995-1997.

Граматика за V, VI VII & VIII одделение ОП за
издавање учебници и наставни средства Просветно
Дело Скопје 1996-1997.

JOURNALS AND PERIODICALS

Денес

Австралски Македонски Неделник

Нова Македонија

Вечер

Дневник

Утрински весник

Македонско Сонце

Пулс

Македонија Илустрирано списание
Министерство за иселениШтво на Македонија.

Macedonian Review (history, culture, literature, arts)

Културен Живот Скопје

Македонски Иселени:ки Алманах

FILMS, VIDEOS AND TELEVISION

Before the Rain Milcho Manchevski (video) 1994

Среќна нова 1949 година (филм, видео)

Црно Семе Кирил Ценевски, Вардар Филм,
Скопје 1972

Македонски Народни Приказни, Македонска
Телевизија

Министерство за култура и телевизија,
Република Македонија

Документарни емисии од Македонска
Телевизија

Channel 31 Macedonian weekly programme Melbourne

SBS Radio Macedonian Program

WEBSITES

Macedonianlinx – www.mtav.vic.edu.au

www.geocities.com/capitolHill/Lobby/3298/links.html

www.SSEES.AC.UK/Macedon.HTM

Subscribe/MAK-NEWS/CNS

MAKNET

Victorian School of Languages, *Teaching Macedonian with the*
Internet Guide, 2000, Melbourne.

CD Rom Macedonian Encyclopaedia Скопје 1999

THE INDIVIDUAL

Personal Identity

BOOKS

Macedonian Course Book 1 & 2 Units 1 & 2, 3 & 4, Macedonian
Teachers Association of Victoria Inc., Melbourne, 2002.

Victorian School of Languages, *Кенгурски скок*, 1997,
Melbourne.

Историја за V, VI одделение ОП за издавање
учебници и наставни средства Просветно Дело
Скопје 1996-1997.

Марша, and other selected youth literature by Горјан
Петревски, Детска Радост Скопје 1999.

ADVICE FOR TEACHERS

Географија за VI VII одделение ОП за издавање учебници и наставни средства Просветно Дело Скопје 1996-1997.

Relationships

BOOKS

'Family' chapter in *Macedonian Course Book 1 & 2 Units 1 & 2*, Macedonian Teachers Association of Victoria Inc., Melbourne, 2002.

Марко К Цепенков, *Силјан ширкој* Мисла Скопје, 1988.

Education and aspirations

BOOKS

'Careers' chapter in *Macedonian Course Book 1 & 2 Units 1 & 2*, Macedonian Teachers Association of Victoria Inc., Melbourne, 2002.

Guest speakers from different professionals within the Macedonian Community.

THE MACEDONIAN SPEAKING COMMUNITIES

Lifestyles

BOOKS

'Macedonian Women' chapter in *Macedonian Course Book 3 & 4 Units 3 & 4*, Macedonian Teachers Association of Victoria Inc., Melbourne, 2002.

Kita Sapurna & Pandora Petrovska, *Children of the Bird Goddess*, Politicon Publishing Sydney 1997.

Петре Андреевски, *Небеска Тимјанова*, 1989, Наша Книга Скопје.

Иван Точко, Бојана in *Macedonian Course Book 3 & 4 Units 3 & 4*, Macedonian Teachers Association of Victoria Inc., Melbourne, 2002.

Macedonian Welfare Workers Network of Victoria, *Macedonians in Victoria - Community Profile*, Melbourne 2000.

Culture and traditions

BOOKS

'Celebrations' (weddings) and 'Belief Systems' chapters in *Macedonian Course Book 1 & 2 Units 1 & 2*, Macedonian Teachers Association of Victoria Inc., Melbourne, 2002.

Jim Thomev, *Small Tales, Great Wisdom*, Black on White publishing, Vic, 1999.

Миладиновци Димитрија и Константин, *Зборник на народни песни* (Collection of folk songs) Скопје, Македонска книга, 1983.

Faye Thomev, *20th Century Folk Tales*.

Извадоци народни приказни, *Македонија во срце ѝе носам*, 1980, pp. 130-167.

Arts, literature and the media

FILM

Before the Rain (1994)

Крвава Свадба

Macedonian Documentary Film Series, *Skopje, Ohrid, Macedonia*, Tourist Information, Skopje 1999.

BOOKS

'Film' and 'Writers' chapters in *Macedonian Course Book 1 & 2 Units 1 & 2 and Course Book 3 & 4 Units 3 & 4*, Macedonian Teachers Association of Victoria Inc., Melbourne, 2000.

Drugovac, M 1975, *Macedonian Literature from Misirkov to Racin*, Скопје, Просветно Дело.

Selected extracts and poems from *Македонија во срце ѝе носам*, 1980.

Петре М. Андреевски, *Пиреј* Скопје Мисла, 1960.

Илиоски В. *Беѓалка* Мисла Наша Книга Култура, 1986.

Чернодрински В. *Одбрани Драми - Крвава Свадба*, Мисла, Македонска Книга Скопје, 1985.

Кочо Рацин, *Бели Муџри*.

Крсте Петков Мисирков, *За Македонскиѝе Работиѝи*.

Прличев Г. *Сердарод* Скопје, Мисла, 1980.

Стале Попов, *Калеш Анѓа* Скопје Наша Книга, 1989.

Migration

BOOKS

Панов А. *Печалбари* Македонска Книга, 1985.

Крле Р. *Париѝе се оѝеѝувачка* Наша Книга, 1986.

Печалба chapter in *Macedonian Course Book 3 & 4 Units 3 & 4*, Macedonian Teachers Association of Victoria Inc., Melbourne, 2000.

Бладе Конески *Тешкоѝо во Песни и Поѝми*, Скопје.

Australian Macedonian Migration Poetry by Grigor Plichev Society, Sydney.

Vlado Trajchevski, *Todor Jurukot*, Melbourne, 1998.

THE CHANGING WORLD**Social issues**

BOOKS

'Self Esteem' chapter in *Macedonian Course Book 3 & 4 Units 3 & 4*, Macedonian Teachers Association of Victoria Inc., Melbourne, 2002.

Иван Чаповски *Крстијан и Сирак* Детска Радост Скопје, 1992.

Видео Децата на Светот, Скопје, 1988.

'Deca Begalci' chapter in *Macedonian Course Book 1 & 2 Units 1 & 2*, Macedonian Teachers Association of Victoria Inc., Melbourne, 2002.

Our natural world

BOOKS

Macedonian Teachers Association of Victoria Inc., *Macedonian Course Book 3 & 4 Units 3 & 4*, Melbourne, 2002.

WEBSITE

Macedonianlinx – www.mtav.vic.edu.au

JOURNALS AND PERIODICALS

Macedonian newspapers

Current affairs

WEBSITE

Macedonianlinx – www.mtav.vic.edu.au

BOOK

Macedonian Teachers Association of Victoria Inc., *Macedonian Course Book 3 & 4 Units 3 & 4*, Melbourne, 2002.