



2006

**LOTE: Albanian GA 3: Examination**

## Oral component

### GENERAL COMMENTS

All students in 2006 were well prepared for the oral examination and again should be congratulated on the high level of grammar and expression presented at the examination.

It was good to see that students have continued to maintain the standard that has been set in previous years.

### SPECIFIC INFORMATION

#### Section 1 – Conversation

The majority of students performed extremely well in this part of the examination, clearly showing that thorough preparation had taken place for this section. Students were able to carry the conversation forward and brought up some very interesting points which were then discussed in depth, thus giving evidence of the work covered during the year.

#### Section 2 – Discussion

Once again, the Discussion of the Detailed Study appeared to be the area on which teachers and students should place greater emphasis. This section tests the students' ability, command of the language in analytical discussion and knowledge of cultural content. It is not enough to be able to speak the language correctly; what is needed is a greater participation from students and a willingness to discuss their point of view in the discussion with the assessors. Perhaps a more careful selection of topics could improve students' outcomes in this section.

## Written component

### GENERAL COMMENTS

The 2006 Albanian written examination appeared to challenge students to a greater extent than in previous years. Only a small percentage of students were able to provide the required answers in every section of the paper. Students should spend more time concentrating on the analysis of texts through listening to spoken texts and reading written texts.

### SPECIFIC INFORMATION

#### Section 1 – Listening and responding

Students fared much better in this section of the examination than in previous years. The majority of students were able to grasp the meaning of the listening texts and gave correct responses to the questions.

#### Part A

##### Text 1

##### Question 1a.

Cheese and nuts

##### Question 1b.

Cost and authenticity

##### Question 1c.

- I keep reading/hearing
- yet are we to ignore or are we to believe?

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## Text 2

### Question 2.

Context	Evidence from Text
<b>Where</b> <ul style="list-style-type: none"><li>• cafe</li></ul>	<ul style="list-style-type: none"><li>• table</li></ul> or <ul style="list-style-type: none"><li>• order coffee</li></ul>
<b>Relationship between the speakers</b> <ul style="list-style-type: none"><li>• waiter and customer</li><li>• friendly and teasing</li><li>• know each other/regular customer</li></ul>	<ul style="list-style-type: none"><li>• I can relax with regular clients</li><li>• you are in a funny mood</li><li>• cold coffee and burnt focaccia</li></ul> or <ul style="list-style-type: none"><li>• tone of conversation</li></ul>

One mark was awarded for each point.

## Text 3

### Question 3a.

- getting a parking ticket after 6 pm
- wanting an invitation to dinner

### Question 3b.

Any four of:

- how could you do that/where was your brain?
- you know you can't do that
- what a way to ask for an invitation
- now, don't get nasty
- tone in 'Realllly'.

## Part B

### Text 4

#### Question 4a.

By lining up all her toys to resemble an audience and singing to them

#### Question 4b.

- parents' encouragement
- following her own passion
- hard work

### Text 5

#### Question 5a.

Because Alim refers to the heavy bags they both have and he asks Jane whether she thinks he is just a piece of extra luggage. Jane refers to the fact that Alim has no one to farewell him and she asks what she would do in Albania without him.

#### Question 5b.

Any of:

- Jane provokes Alim by suggesting that he is not as popular as she is because his family is not seeing him off
- Jane's confidence is suggested by the way she talks about how important she is in her family
- Jane is definite in expressing her wishes, such as what time she wants to be at the airport and wanting Alim to keep her company in Albania.

## Section 2 – Reading and responding

This section required students to understand the texts that were presented and to respond to the questions, bearing in mind the issues that had been put forward. This year, students' answers showed an improvement on previous years, indicating that more emphasis had been placed on analysis rather than description.

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## Part A

### Text 6

#### Question 6a.

- Love is shown in the why the dancers come together in duos or harmonious groups.
- Jealousy is conveyed when the dancers' limbs are in a random flurry.
- Confusion is conveyed by the dancers' slow movements where they seem to be unaware if each others' presence.

#### Question 6b.

- the motif of red wool throughout
- the choreography uses certain movements repeatedly

### Text 7

#### Question 7a.

Any four of:

- 5000 leaflets and booklets
- timetabled to coincide with other programs
- attended by 287 children/four schools simultaneously
- media interest covered every event of the program
- it was a global event.

#### Question 7b.

- guaranteed education for girls
- increased participation of girls in education

#### Question 7c.

Girls are expected to play the role of advocates.

#### Question 7d.

- Text 6 uses colourful adjectives, for example universal and atomic, and expressions such as random, flurry, graceful and inertia.
- Text 7 uses an impersonal style and provides factual information, including statistics.
- Both texts provide information/are informative, but are aimed at different audiences.

## Part B

### Question 8

The following criteria were used in marking students' responses to Question 8.

Criteria	Marks
<ul style="list-style-type: none"> <li>• Responds to the information, ideas and/or opinions of the text (includes the main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to the text</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language authentically and creatively to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	9–10
<ul style="list-style-type: none"> <li>• Responds to most of the information, ideas and/or opinions of the text (includes the main points)</li> <li>• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures</li> <li>• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–8
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text (includes points)</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	5–6



<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>	1–2

### Section 3 – Writing in Albanian

Once again, responses to this section of the paper indicated a very high level of language competency in all students. It was good to see that students chose a variety of topics. Students' responses were generally very good.

The following criteria were used in marking students' responses to Section 3.

Criteria	Marks
<ul style="list-style-type: none"> <li>• Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions</li> <li>• Demonstrates extensive knowledge and understanding of vocabulary, tense, mood and syntax</li> <li>• Manipulates language authentically and creatively to persuade</li> <li>• Sequences and structures ideas and information coherently and effectively</li> </ul>	13–15
<ul style="list-style-type: none"> <li>• Demonstrates breadth in the presentation and some depth in the development of ideas and/or opinions relevant to the task</li> <li>• Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood and syntax</li> <li>• Manipulates language with some degree of authenticity and creativity to persuade</li> <li>• Sequences and structures ideas and information effectively</li> </ul>	10–12
<ul style="list-style-type: none"> <li>• Presents information and a range of ideas and/or opinions in order to persuade</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	7–9
<ul style="list-style-type: none"> <li>• Presents some information, opinions or ideas relevant to the task</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	4–6
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the requirements of the task</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words, set formulae and anglicisms to express information</li> </ul>	1–3