



2007

LOTE: Albanian GA 3: Examination

Oral component

GENERAL COMMENTS

Students were generally well prepared for the 2007 Albanian oral examination. A variety of topics were presented and explored. A very good standard of grammar and expression was evident, nonetheless some serious weaknesses in both sections of the exam need to be addressed.

SPECIFIC INFORMATION

Section 1 – Conversation

Some students performed well in this section and had a good range of topics suitable for in-depth discussion. Unfortunately the majority failed to carry the topics through to a deeper level, regardless of their excellent control of the language. Teachers need to work through this section more thoroughly with students so that they are able to extend the conversation beyond the basic level shown this year.

Section 2 – Discussion

The majority of students demonstrated excellent control and knowledge of the Albanian language; however, better preparation would have enhanced the Discussion considerably.

Teachers and students need to place greater emphasis on preparing the Discussion section of the oral examination, as it is not enough to choose a topic and just be able to present it. In this section, students need to be able to engage in an analytical discussion of the various aspects of the topic being discussed. They must be able to present an opinion and discuss how they have reached this point of view.

Written component

GENERAL COMMENTS

Students clearly demonstrated a high level of language skills in the written examination, and there were only minor grammatical mistakes found in some of the papers. Unfortunately, the written examination appeared to challenge students more this year compared to previous years. Only a small number were able to provide the required answers in every section of the paper. Teachers are advised to work through past examination papers with students.

Students should pay closer attention to the actual questions and ensure that they understand what the questions are asking for in order to respond appropriately. For example, if the question is asking about the tone of the conversation, then the student should consider what this is: is it sad, sarcastic, happy, etc?

SPECIFIC INFORMATION

Section 1 – Listening and responding

This section of the examination always appears to pose a great challenge to many students. They were often unable to grasp the meaning of the conversation and consequently incorrect responses were given.

Part A – Answer in English

Text 1

Question 1a.

- The father thinks that the daughter doesn't make enough Albanian friends, she goes out without permission and she chooses her friends ahead of her family.
- The daughter feels that, because she is 16, she's old enough to go out when and where she wants and she prefers to be with young people, rather than older people whom she finds boring.
- The problem is resolved by the daughter agreeing to visit her grandparents with her family first before going to her friend's party.

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Question 1b.

The father will meet the parents of his daughter's friend to know who she is mixing with.

This question required students to understand the importance of family ties as well as the attitude and tone of the speakers. Students should be given opportunities to practise all the different types of questions as suggested in the study design and in past exams.

Text 2

Question 2a.

The most popular destination is Albania because it offers many sandy beaches and beautiful lakes.

Question 2b.

Because:

- of its close proximity to Albania
- there are low-cost flights
- there is first-class accommodation at competitive rates in luxury resorts
- not many people go there
- bookings for travelling are made easy with the Internet.

Text 3

Question 3

- Zina's attitude is careless, lazy and opportunistic. She wants to go to university, but she is not prepared to put in the work herself. Zina is dishonest. She takes advantage of her teacher and her cousin.
- Emir does not approve of Zina's selfish use of her relative and teacher. He feels that she will definitely fail her studies at university so long as she depends on other people to do the work.

Part B – Answer in Albanian

Text 4

Question 4

Five points about The Pearl included:

- it is decorated with genuine works of art
- it has billowing curtains
- it has hand-made custom furniture
- there is a large marble bath
- letters are delivered by hand to guests.

Text 5

Question 5

- Colour is a form of discriminating between genders; for example, blue for boys and pink for girls.
- Colour labels people's feelings; for example, red for anger, and black for guilt, evil, seriousness, sorrow or death.
- Through colour we are made aware of our environment; for example, the seasons.
- Colour ties people to societies' rules. Societies categorise people through colour; for example, wearing sombre colours to work, white representing virginity in wedding dresses.

Section 2 – Reading and responding

The Reading and responding section requires students to understand the argument that is presented and to respond to the questions, bearing in mind the issues that have been put forward. Unfortunately, the majority of students tended simply to copy sections from the texts and use these as the required answers. A more thorough reading of the texts would improve students' understanding, thus giving them a much better chance of analysing the information and answering the questions correctly.

Part A – Answer in English

Text 6

Question 6a.

Any three of:

- ghetto life leads to violence

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- people want adulation in whatever form they can get it
- violent sport, such as boxing, leads nowhere
- struggle doesn't necessarily bring rewards.

Question 6b.

A typical boxer:

- does not fit into standard society
- has had to fight for his existence
- has little education
- has little hope of succeeding in any other sport
- craves admiration, respect and acceptance
- is unable to control himself out of the ring
- goes nowhere because of this dead-end career.

Text 7

Question 7a.

The fashion industry was previously dominated by a small, exclusive group of designers who catered for rich clients. Now it is dominated by celebrity labels capturing a wider market, including young people with buying power. The celebrities give their names for advertising to firms who employ the designers. This has opened up another market for designer copies – cheaper versions that are sold at a range of different outlets.

Question 7b.

The author's attitude is negative.

Examples of language

- buying power of the younger generation is coveted by industries
- celebrities have no ability; all they do is use their names
- reap the benefits which come from hefty prices
- created by poorly-paid employees
- the designer label bandwagon is a spreading plague

Part B – Answer in Albanian

Question 8

Students needed to write a persuasive letter in response to an editorial. The following points should have been raised in the response:

- young people are computer literate and know what they are doing
- it is a good booming market
- Internet buying has been made safer with developing technology
- quality is assured through brand names
- photos can be quite sharp and clear
- an increase is expected with the rise in technology
- a wider range of goods are now offered internationally.

The following criteria are used to mark responses to this section.



Criteria	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (include main points) • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Manipulates language authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	9–10
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text (include main points) • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Manipulates language with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	7–8
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text (include points) • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	5–6
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulae to express information 	1–2

Section 3 – Writing in Albanian

In this section all students' responses showed a very high level of language competency. It was good to see that the full range of topics was chosen. Students' responses were generally very good.

Question 9

Students were asked to write an informative report for a magazine on the harmful effects of fast food. Responses should have raised the following points.

- weight gain/obesity
- high fat intake
- high sugar content
- drop in energy level after a short period of time
- addictive

Question 10

Students were asked to write a journal entry about their new regime of physical activity. Responses could have focused on the following points.

- more alert
- longer attention span
- better marks at school
- better physical health
- more enjoyable lifestyle/friends and family

Question 11

Students had to write an imaginative story for a children's magazine about a space traveller who returned to Earth with a special treasure. Responses should have included the following points.

- a description of the special treasure brought back from space
- how they got it
- what is special about it/what it might do for mankind

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Responses in this section were marked according to the following criteria.

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