



2008

LOTE: Albanian GA 3: Examination

Oral component

GENERAL COMMENTS

All students were extremely well prepared for the 2009 Albanian examination. An excellent standard of grammar and expression was evident. Innovative and interesting ideas were presented, explored, analysed and discussed by all students.

SPECIFIC INFORMATION

Section 1 – Conversation

All students performed admirably in the Conversation section. They were able to expand on the introduced topics, giving examples, opinions and reasons. Every conversation was different, with students giving clear, spontaneous answers. It was evident that no rote learning had taken place.

Section 2 – Discussion

Teachers of Albanian are to be congratulated for having prepared their students to such a high standard. It was delightful to hear students' excellent use of the Albanian language. It was evident that detailed preparation and research had been carried out prior to the discussion, with each student presenting on different aspects of the topics. This not only made the examination interesting but also allowed for extended discussion.

Teachers had prepared students to give their own point of view. This was supported strongly with evidence from written resources.

Written component

GENERAL COMMENTS

Students paid great attention to the questions and ensured that they responded appropriately. Students analysed the tone and words used in the texts admirably.

Some students clearly demonstrated a high level of language skills in the writing, with only minor grammatical mistakes. Unfortunately, the written examination appeared to challenge some students more this year compared to previous years. Teachers are advised to work through past examination papers with students.

SPECIFIC INFORMATION

Section 1 – Listening and responding

This section of the examination has always presented a great challenge to the majority of students, but the 2008 cohort appeared to have overcome this difficulty. It was apparent by the answers in both Part A – Answer in English and Part B – Answer in Albanian that teachers have placed more emphasis on this section of the examination.

Part A – Answer in English

Text 1

Question 1a.

The Year 12 formal dance

Question 1b.

The mother and the daughter

Question 1c.

The father is surprised because he believes that it is usually mothers who shop with their daughters; it is not a male role. He is relieved to avoid going with the daughter by suggesting that the grandmother should go with her.



Question 1d.

This is a family argument. The father quotes the mother by saying the daughter has behaved badly and the daughter claims there are two sides to the story. The argument between the mother and daughter about where to buy the dress and what style of dress to buy demonstrates the generation gap between them. Bringing in a third member of the family as a mediator to bridge the gap is also typical of many family arguments.

Text 2

Question 2a.

Dr Demir says that when parents scream at, threaten or bribe their children, the children respond badly and the relationship between the parent and the children is damaged.

Question 2b.

- Spend time with their children, for example, by playing games instead of doing the housework
- Involve older children in decision making, discuss issues and respect their opinion
- When they misbehave, give younger children time out in their rooms
- Remain calm and state the consequences of not following instructions
- Take away the privileges of older children when they misbehave

Text 3

Question 3a.

- Women are stereotyped in the statement that women change when they see a wedding dress.
- Men are stereotyped in the statement that as soon as they see a football jumper they tremble and cannot string a sentence together.

Question 3b.

- He criticises his sister, but finally admits that he will miss her.
- He suggests he is against marriage, but admits he is getting engaged.

Part B – Answer in Albanian

This was a very successful section with students choosing a wide variety of topics.

Text 4

Question 4

The advertisement attempts to appeal by aiming at young players' hopes and sense of vanity. It describes good soccer players as having unique ability and talks about the promise of big rewards and fame. It also suggests the threat of missing out on an opportunity by saying that if they do not attend training sessions they will never know whether they had the potential for success.

Text 5

Question 5a.

The shop assistant flatters the customer by suggesting that he has a perfect body for the new styles. She is also able to talk convincingly about what is in fashion, about the quality of the fabrics such as the patent leather of the shoes and the silk of the shirt. She makes suggestions about mixing and matching, such as choosing shoes to match the clothing, and the colours and tones of fabrics. She is reassuring and confident, by saying, for example, 'I assure you, you will not be disappointed'.

Question 5b.

We know that the shop assistant is successful because the customer entered the shop only to buy a tuxedo and came out with trousers, a shirt and shoes in addition to the tuxedo. The customer trusts the shop assistant enough to ask for her advice ('...would you recommend?') and by saying 'You are right', 'I see what you mean' and 'Great, I will take your advice'.

Section 2 – Reading and Responding

Students have always had difficulty in comparing, contrasting and analysing the outcome in this section. However, students once again showed the strength of their analytical skills. This was evident in the thorough comprehension of the texts and the correct responses given.



Part A – Answer in English

Text 6

Question 6a.

Six of:

- inadequate public transport system makes it highly inconvenient
- extended travelling time
- risk of collision
- high parking fees
- high cost of petrol
- pollution caused by exhaust fumes
- government not doing enough/is slow to improve conditions
- an increase in the number of vehicles on the roads.

Question 6b.

- Higher parking fees and the higher cost of petrol keep cars off the road, force people to use public transport and keep pollution down.
- Public transport is not congested at all times, is quite direct for some people and allows commuters to rest, read, etc.
- Fewer cars would mean fewer collisions.

Text 7

Question 7a.

The tone indicates that the author finds children difficult (she refers to them as causing mayhem, a nuisance, time-consuming, demanding, a lot of work). The mother is constantly attending to their needs such as taking them to the toilet and keeping them entertained. The author's tone is at times sarcastic, such as when she refers to them as 'little treasures' and when she describes them as 'active and exuberant' she really means overactive and out of control. At other times the tone is quite scathing (she refers to movies with sappy stories and cute animals).

Question 7b.

Mothers would look forward to not having to select their children's entertainment, monitor their safety, act as a policeman or escort them to the toilet in public places. She does not have to placate them (when they are unhappy about their father not being available) or be their taxi driver. She no longer has to monitor their activities, such as computer downloads and games. She can be aware of her own needs and count on some respite, such as having a cup of coffee in her slippers. She will not have to listen to their screams and can count on some tranquillity.

Text 8

Question 8

Students were required to respond personally to the information given in the text by writing a diary entry in 150–200 words in Albanian beginning with 'From my first day of school . . .'

Responses could have focused on the following points:

- how difficult it is for students to learn academic skills while learning to interact socially (this should have been supported by personal examples)
- the difficulty of coping with maturing while still concentrating on studies that are critical to their future (this should have been illustrated with personal examples)
- adults quickly forget the difficulties experienced by school children.

Section 3 – Writing in Albanian

Question 9

Students were given the following scenario 'You have just returned from a holiday in Albania where you travelled extensively'. They were required to write an informative article for the local Albanian newspaper describing aspects of modern Albania that would be of interest to the readers.

Responses could have focused on the following points:

- what is modern about contemporary Albanian society
- traditional aspects of Albania
- geographical locations

2008 Assessment Report



- cultural events.

Question 10

Students were given the following scenario 'The latest research among students at your school indicates that the majority prefer to establish themselves in a career while leaving marriage until later in life'. They were required to write a persuasive speech to be given at a career information evening pointing to the benefits of combining a career with marriage.

Responses could have focused on the following points:

- the difficulties and time needed for study
- the need to spend time with a partner and children
- the attraction of married life and staying home compared to having to work
- having a career to support the family.

Question 11

Students were given the following scenario 'Your cousin will soon be migrating to Australia and wants to know what to expect in this new country'. They were required to write a letter to their cousin evaluating the positive and negative aspects of migration.

Responses could have focused on the following points:

- differences between countries
- problems with customs, culture and language
- examples and illustrations
- homesickness.

Question 12

Students were given the following scenario 'A young child falls asleep while reading a history book on ancient Albania and awakens as the son/daughter of King Agron and Queen Teuta. A summons comes from the royal throne room'. They were required to write the story.

Responses could have focused on the following points:

- written from a child's perspective
- evoke the scene from historical point of view.