



2009

**LOTE: Albanian GA 3: Examination**

## Oral component

### GENERAL COMMENTS

All students were very well prepared for the 2009 Albanian examination. They demonstrated very good control and use of correct grammar and expressions. New ideas were presented, explored, analysed and discussed by all students.

### SPECIFIC INFORMATION

#### Section 1 – Conversation

All students performed well in the Conversation section. They were able to expand on the chosen 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

Once again, teachers of Albanian are to be congratulated for having prepared their students to such a high standard. It was clear that detailed research and preparation had been carried out, thus giving students confidence in their presentation. Even though all students presented the same topic, each one discussed a different aspect, which not only made the examination interesting but also allowed for extensions to the discussion.

## Written component

### GENERAL COMMENTS

Students displayed very good attention to the questions on the written examination paper. Most students responded appropriately, demonstrating a good grasp of tone and providing logical responses.

The written examination appeared to have challenged some students more this year than in previous years. Teachers are advised to work through past examination papers to reinforce students' analytical skills.

### SPECIFIC INFORMATION

#### Section 1 – Listening and responding

This section of the examination has always presented a great challenge to the majority of students, but in 2009 there was a clear indication that this section of the paper was understood to a much greater extent. This was apparent by the answers in both Part A – Answer in English and Part B – Answer in Albanian. It seems that teachers are placing more emphasis on this section of the examination.

#### Part A – Answer in English

##### Text 1

##### Question 1

- fulfilling
- rewarding
- different from his father's role

##### Text 2

##### Question 2a.

- Day: Going out
- Number of people: Two
- Activity: To see a movie



**Question 2b.**

Male speaker

- likes action movies
- likes violent movies
- does not like the magic tricks and all the gadgets sold with films such as Harry Potter

Female speaker

- likes fantasy
- does not like exaggerated reality
- does not like films that have bad role models

**Question 2c.**

They agree to see a different movie

**Text 3**

**Question 3a.**

- It provides immediate entertainment at home.
- The entire family is catered for.

**Question 3b.**

Constant interruptions are responsible for low concentration spans.

**Text 4**

**Question 4a.**

Any two of:

- 'great weekend'
- 'really interesting'
- 'don't know when I enjoyed myself more'.

**Question 4b.**

- He attributes his bad playing to being cursed by his grandmother.
- When his grandmother blesses him he plays well/gets a hole in one.

**Part B – Answer in Albanian**

**Text 5**

**Question 5**

Any four of:

- her limited sales experience was in the wrong area
- she admits to having no experience in administration
- she has no people skills
- she is flippant/confident/dismissive/has an inappropriate manner
- she wants to own the company/be in a higher position than the manager in 10 years.

**Text 6**

**Question 6a.**

Flora's attitude at the beginning of the conversation shows that she is jealous and envious. She comments about his luck, his parents' wealth, his new car and that he scored high marks because he had a reward to work towards. At the end of the conversation she is happy for him. She was not aware of the real circumstances and says, 'Well done'. She is happy to go for a drive with him.

**Question 6b.**

Samir justifies his rewards because he has worked hard and made the right choices about how and when to spend the money put in trust for his education by his parents. Luck did not play a part in it.



## **Section 2 – Reading and responding**

### **Part A – Answer in English**

#### **Text 7**

##### **Question 7a.**

The person:

- is self-absorbed
- is interested only in looks and what they wear/their appearance
- thinks that older people do not know what is important
- wants instant gratification
- is materialistic.

##### **Question 7b.**

- She still believes that life is about material luxuries.
- It's her new way to material success through the business world.
- Her ambition is achieved through the gift of an older person but she does not acknowledge the fact.

#### **Text 8**

##### **Question 8a.**

- Children consider the North Pole to be very important.
- The media are too eager to print facts without considering the consequences.
- Young children's innocent beliefs are destroyed.
- This type of news should be reported further in the newspapers to preserve young children's innocence.

##### **Question 8b.**

- diary entry
- letter to the editor

##### **Question 8c.**

Any six of:

- both are in the first person
- the audience for the letter is the public, whereas the diary entry is personal
- both texts end with a twist
- both talk of serious matters
- both refer to materialism in their argument about maturity
- the letter refers to environmental problems; the diary refers to a personal matter
- the diary is self-reliant, whereas the letter appeals for help
- the letter is couched in a more formal style.

### **Part B – Answer in Albanian**

#### **Text 9**

##### **Question 9**

Responses needed to include the following points.

- why students spend some time away from home at the end of their studies
- why they need to be with their friends after the exams
- why seaside locations are preferred
- not all students are the same, but then this is to be expected
- the majority of students are not like that
- outside negative influences are soon spotted and police are always on hand to help



Criteria	Marks
<ul style="list-style-type: none"> <li>• responds to the information, ideas and/or opinions of the text (includes main points)</li> <li>• demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to 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 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

#### Question 10

Students needed to write an informative report comparing students' experiences in their after-hours Albanian classes with their everyday Australian school classes.

#### Question 11

Students were asked to write an evaluative book review for the local paper about a novel based on modern teenage life.

#### Question 12

Students had to write the text of a speech persuading junior students of the importance of taking care of the environment for their future benefit.

#### Question 13

Students had to write a narrative account of a cat's experiences after walking through a gateway and finding itself in a magical world of the past.

# 2009 Assessment Report



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</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 information, 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</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</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 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