



Written component

GENERAL COMMENTS

Although students generally performed well on the 2012 Albanian examination, some students displayed a clear weakness in both listening and reading comprehension. Teachers are advised to concentrate on this area of study to increase students' ability to achieve high marks.

Not all students were able to correctly answer every question of Section 1 – Listening and responding; however, students generally performed marginally better in Part A of Section 2 – Reading and responding. This indicates that students found it easier to comprehend written texts as opposed to listening texts and were then better able to formulate the correct answers.

Part B of the Reading and responding and Section 3 – Writing in Albanian both produced a number of very good responses, thus showing the students' strong grasp of the language.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A – Answer in English

Text 1

Question 1a.

Because the holidays are approaching

Most students were able to obtain the correct answer.

Question 1b.

All of

- leading popular actor/film star
- suitable for the whole family/family entertainment
- offers both laughter and suspense.

Not all students were able to obtain all three answers to this question.

Text 2

Question 2a.

The grandson expects the grandmother to know nothing about recent technology; for example, iPhones. Danny feels that she is too old to use modern technology.

Most students had difficulty with this question, thus indicating a weakness in listening comprehension.

Question 2b.

The grandmother establishes her authority by

- explaining her role as Head of Accounts at her work
- ordering her grandson to go and finish his homework
- referring to her grandson as 'young man'.

Only a small number of students were able to answer this question correctly.

Text 3

Question 3

The advertisement claims that this drink

- will make you healthy/your body will benefit from health vitamins
- is new, special and organic
- will make you look better – sparkling eyes, glowing complexion

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- will make you popular, the envy of friends and the life of the party because you will be full of vitality.

Text 4

Question 4a.

Suzanna is anxious about the exam because she feels that

- she could have done more work/prepared better
- she should have given up her part-time job to study more.
- the exam will not be marked by her teachers, but by strangers.

Not all points were mentioned in the summary of the text.

Question 4b.

Adam reassures her by saying that (any three of)

- she is a diligent student and has always done well in her studies
- she learned a lot of skills from her part-time job that will serve her in the exam
- he noticed that she studied in the library
- she read novels at work during breaks
- her fears are typical of high achievers.

Question 4c.

Adam is portrayed as

- a kind, thoughtful, caring friend
- rational
- calm
- observant
- encouraging.

Students were expected to mention one of the underlined adjectives plus kind/caring. Responses to this question were very poor. Students need to be able to deduce or infer information that is not directly stated in the text.

Part B – Answer in Albanian

Most students were able to answer the questions in this part of the examination.

Text 5

Question 5a.

Both of

- Emir saw the shirt advertised in his sister's magazines, where girls were admiring a boy wearing it
- Emir was following the lead of his sister, who uses advertisements in magazines before she shops.

Both underlined elements were needed for two marks.

Question 5b.

His friend thought that (any two of)

- the shirt was the wrong colour and pattern/like a tablecloth
- Emir should not be convinced by advertisements
- Emir should take his mother shopping with him in future.

Text 6

Question 6a.

Any four of

- listening to seashells
- observing nature; for example, the cycle of the tides and the clouds bringing rain
- the power of the waves
- the mystery of life under the sea
- the vastness of the sea and the fact that it can't be conquered.



Question 6b.

Nuri views a beach holiday as sun and fun. Donna sees a beach holiday as a chance to explore the physical/scientific marvels of nature.

Most students were able to pinpoint the correct response.

**Section 2 – Reading and responding
Part A – Answer in English**

Criterion

Understand general and/or specific aspects of texts, by, for example, comparing, contrasting, summarising or evaluating, and convey the information accurately and appropriately

Text 7

Question 7a.

Through touch, human children learn to

- bond with their carers
- develop a sense of security in being held safely
- communicate through body contact
- investigate and distinguish differences in textures, such as rough and smooth
- know the comfort of soft and warm surfaces
- grasp tools such as pencils and through them learn life skills.

Question 7b.

This is a suitable title because it explains how, through touching, people learn about life. Touch is one of the first sensory experiences in life. Touch and knowing are closely linked/happen simultaneously.

Text 8

Question 8a.

A wide range of correct responses was presented for this question. The title needed to be relevant to the text and evidence supplied. The evidence included

- the aspect of dread or fear in anticipating the event and the nervousness; for example, trembling hands
- the desire to prove her worth by overcoming her fear.

Overall, there was a satisfactory number of good responses.

Question 8b.

The author likens him/herself to the swan in *Swan Lake*.

Students were not expected to be familiar with the ballet or music.

Question 8c.

The author makes this statement because

- where s/he had been fearing the exam, s/he was then able to imagine her/himself in a different situation and begin to enjoy it
- s/he felt like s/he was succeeding
- s/he wanted the dreamlike state to continue and did not want to return to reality.

With the increase of difficulty, most students were only able to grasp parts of the required comprehension.

Question 8d.

Common theme: the importance of the sense of touch and how it can be reassuring/comforting.

Differences in format and style: Text 7 was an article, while Text 8 was a diary entry or an autobiographical extract (either of these text types was accepted for Text 8).



Differences in style

- Text 7 (being a pseudo-scientific publication) was rather objective, written in the third person and claimed to be factual. The author's voice is impersonal.
- Text 8 was written in the first person, was personal in its tone and expressed emotions/feelings.

Part B – Answer in Albanian

Text 9

Question 9

Students were asked, as one of the parents, to write a response to Skender's letter expressing their opinion about his decision to change courses at university.

Students could write as the father or the mother of Skender. In either role, they could opt to agree with Skender's change of course and explain why; for example, that he should follow his dream and realise the real talents he has. Alternatively, they could opt to disagree on the grounds that it would be unwise, that he might never really succeed, at least in the short-term, and that the original course would be more likely to provide a solid/dependable living.

All students gave very good responses to this question. This indicated a clear understanding of the cultural aspects of the text and its requirements.

Section 3 – Writing in Albanian

Most students responded to Question 10, which asked them to write a report informing their school of the possibilities that Albania offers for a school trip. The popularity of this question seemed to indicate that students were more familiar with this topic. Some very good responses indicated an excellent grasp of the language.

Question 11 asked students to write the text of a speech to persuade their local community of the benefits of inner-city living. There were few responses to this question.