



2011

Languages: Albanian GA3: Examination

Written component

GENERAL COMMENTS

Generally, the examination responses were of a good standard. However, students are encouraged to practise some sections of the examination, such as the listening and responding section, which requires an understanding and evaluation of the listening texts. Students should understand that while an excellent knowledge of the language is an asset, they also need to reflect on the issues studied in class and develop analytical skills.

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A – Answer in English

Students had difficulty with this section of the examination. Students are advised to ensure continued practice is carried out in this area. Students should listen to the texts carefully and attempt to pinpoint the appropriate answer, instead of including irrelevant information.

Text 1

Question 1a.

According to Luisa, the advantages of maintaining her Albanian language are:

- it brings her closer to the Albanian culture
- it strengthens her family ties; for example, with her grandmother
- it will enable her to fit in and to work in Albania
- she likes it and is therefore learning (well)
- having two languages generally provides better opportunities
- she has made new friends through learning it.

Question 1b.

Luka has rejected Albanian lessons because, for the moment, he prefers to spend time having fun, such as shopping and seeing movies.

Text 2

Question 2a.

- The battle is between the Year 10 History teachers and the Year 10 students.
- The teachers are unable to teach what they want to because the students play games and use Facebook on the computers, rather than use the materials prepared by the teachers.
- The computers are on the teachers' side and their job/battle is to keep the students on task with the teachers.

Question 2b.

The strategies used by the opposing groups to win the battle are:

- the computers freeze so that the students lose their data
- the teachers are going to use new computers to foil the students
- the students have learned to retrieve their data
- the computers have learned to keep quiet/get ready for the students' entry into the classroom
- Agim and some of his friends will only use certain computers.

Question 3a.

Expectations

The girl expected to:

- meet eligible, handsome, wealthy men
- be waited on like a lady
- be entertained.



Reality

The girl found in fact that:

- the men were all married or old pensioners
- nobody made a fuss over her; for example, escorted her to the table
- waiters were arrogant
- she had to listen to talk about bingo, grandchildren, gardens and bygone times.

Question 3b.

- She saw some beautiful places.
- She got to like/appreciate the other passengers.
- She realised how unreal her expectations had been.

Question 4a.

Throughout the conversation, Luan's view of Albanian traditions is that they are out of date/out of step with modern society and should be forgotten; however, his final statement shows that he really appreciates traditional Albanian food.

Part B – Answer in Albanian

Text 5

Question 5a.

The advantages of social life in Albania include:

- people go out and socialise in cafes
- people stroll in their best clothes (showing them off)
- young people have the opportunity to meet other young people.

Question 5b.

- Australian houses are larger and air-conditioned, therefore people enjoy being in their houses more.
- Albania has small dwellings without lifts, therefore they offer opportunities for good exercise and weight loss. Living in apartments means that Albanian housing offers more connections between people. Without air conditioning, Albanians are forced outside and therefore have closer community links.

Students needed to mention at least one point about Australian housing and show the link between the type of house and the people's enjoyment. It was not enough to simply say Australians live in larger houses.

Text 6

Question 6a.

Susy's background includes studying to be a psychologist, therefore she is good at working with all sorts of different people who are her clients in the florist shop.

Her previous study gave her the skills to become a successful businesswoman, which was her ambition. She wanted to be her own boss and to make money/to see the business grow.

Section 2 – Reading and responding

The majority of students were able to respond competently to this section. The answers given showed that students had an excellent understanding of the language, but there was evidence that students need more practice with this section. Some students were unable to pinpoint the part of the text from which the answer had to be taken.

Part A – Answer in English

Text 7

Question 7a.

- The buildings are threatened by the sodden sky and the clouds that hang heavily over them like grey blankets.
- They are threatening in that their windows reflect a menacing sky.

Question 7b.

- The author describes people as being like the skeletons of trees, their limbs gnarled and twisted.

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- The author states that people are like the fallen branches of trees.
- The author also uses the word ‘waves’ to describe the movement of people.
- The way humans dress reflects the dark colours of the sky.

Question 7c.

- It is a colourless text apart from grey, black and white.
- Because it’s winter the colours are dark.
- Colour reflects the mood of nature and of the people.

Text 8

Question 8a.

- Sunglasses: damaged eyes
- Vitamin D: for immune system
- Citrus, tomato or oil/yoghurt: soothe sunburnt skin/protect skin

Question 8b.

	Purpose	Tone
Text 7	<ul style="list-style-type: none"> • To share or reflect on inner thoughts or experiences • To analyse or evaluate people’s behaviour and moods as affected by the weather • To encourage people to be happy and to wear bright clothes, despite the season 	<ul style="list-style-type: none"> • thoughtful • sad • sombre • dark • morose • depressing • negative • subjective
Text 8	To give advice	<ul style="list-style-type: none"> • authoritative • instructional • positive • objective

Part B – Answer in Albanian

Question 9

Jordan writes that:

- he can’t cook even simple dishes. Tossing salads and chopping is not easy for him
- he is annoyed that his difficulties are being talked about
- he is finding the cleaning, shopping and washing difficult when he is used to having his mother do all of this for him
- he’s sorry now that he made fun of Stella in the kitchen
- college life is not like home with their mum’s cooking.

Section 3 – Writing in Albanian

This section allows students to demonstrate their skills in expression and grammar. However, the themes were not always covered in depth, thus weakening the content. Students are encouraged to practise different kinds of writing (informative, imaginative, persuasive, etc.) throughout the year in preparation for the examination. See the *VCE Albanian Study Design* for further information.

Question 10

Students were required to write an article for a computer magazine in which they evaluated the advantages and disadvantages of communicating online.

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Question 11

Students were required to write an informative report for the selection committee of citizen of the year on what their nominated citizen has done to fulfil the criteria for such an award.

The report needed to be informative rather than persuasive. The language needed to be formal because the audience was a selection committee.

Question 12

Students needed to write the text of a speech for their school speech night about differences between family expectations for social behaviour and those of contemporary youth. They needed to persuade their audience to work towards a mutual resolution of these different expectations.

Question 13

Students were required to write an imaginative story for children starting with, 'The chef has just put the muffins in to bake when he hears high-pitched voices coming from the oven.'