



**2009**

**LOTE: Macedonian GA 3: Examination**

## **Written component**

### **GENERAL COMMENTS**

On the whole, students performed well on the 2009 Macedonian examination. However, common mistakes included:

- answering in the wrong language
- writing pieces shorter or longer than the word limit
- translating directly from English to Macedonian, which resulted in stilted, awkward texts.

Students should strictly observe word limits where they are specified. Students are not awarded more marks for writing more and may miss out on marks for writing below the word limit. Students need to be aware that illegible handwriting may affect their result if the assessors cannot read what they have written.

## **Section 1 – Listening and responding**

### **Part A – Answer in English**

This section was assessed according to the following criterion:

- understand general and specific aspects of texts by identifying and analysing information and convey information accurately and appropriately.

Students need to ensure that their final response is written in the space provided for the answer as no credit is given for answers written in the note-taking column. Student responses should be brief and to the point. The space provided on the examination paper and the marks allocated for each question should be used as guidelines to the length of the answer required. All answers must be relevant and based on the texts. No credit is given for answers in the wrong language.

#### **Text 1**

Most students were awarded full marks for Text 1 questions.

#### **Question 1a.**

- music: singing, playing guitar
- art: drawing, painting, photography

All students answered this question correctly.

#### **Question 1b.**

Gypsy music, Mexican and classical jazz

#### **Question 1c.**

He passes on his skills and experience to younger generations or helps young people to improve their musical talents.

#### **Text 2**

It was difficult for some students to record all of the necessary information in the correct place, especially when filling in a table. Students should practise short answer questions that require them to listen for single word answers such as time and place and ensure they position this information correctly.

#### **Question 2a.**

**Who is invited?:** Members of the Macedonian community and general public

**Event:** Australia Day march

**Enquiries:** 0419 224 587

**Meeting place and time:** In front of the Catholic church from 10.00–10.30 am

**End of route:** The city square/the centre of the city/meet family members

#### **Question 2b.**

- they should wear traditional Macedonian costume

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- they should bring musical instruments with them if they would like to

Many students were unable to give both points.

## Question 2c.

The Macedonian community would be able to show its rich culture to other Australians.

## Text 3

### Question 3a.

- insect/bacteria infestation of forest trees
- danger to Moliki and/or other forest trees and/or trees in strictly protected parts
- the spread of infestation to other areas of the park/hectares

Many students found it difficult to give all three answers and very few scored full marks. Students are reminded that if a question is worth three marks, they need to provide three pieces of information.

### Question 3b.

He does not think that this is alarming.

### Question 3c.

- avoid indiscriminate culling/supervised culling
- supervision and treatment of sick trees

Most students were able to respond correctly but weaker students often provided one option only.

## Part B – Answer in Macedonian

### Text 4

Students found this text challenging.

Students should not be discouraged by words in the texts that they do not understand, as often they do not need to know the meaning of every word in order to understand the general sense of a text. Even people who understand the language fluently will often come upon words they do not understand. Students are not penalised for misspelling proper names used in listening texts.

### Question 4a.

- the fairy unlocks the waters/mythical creatures
- the horse flies/mythical creatures/takes away the horse's speed
- the forest talks (magic *magiya*)
- restores Marko's sight

### Question 4b.

King Marko is riding his horse through the forest and asks the forest why there is no water. He is told that Vela Samovila has blocked all the waterways. After an encounter with Vela, Marko unlocks the waterways and everything is lush and green again.

Answers written in dot point format were accepted.

## Text 5

### Question 5a.

It offers a trip to the International Space Centre and multimillionaires can participate.

### Question 5b.

- the business has sold \$175 million worth of tickets and has a private flight in a rocket planned for 2011
- business is going well
- unaffected by the economic crisis



## Section 2 – Reading and responding

### Part A – Answer in English

This section was assessed according to the following criteria:

- understand general and specific aspects of texts by identifying and analysing information
- convey the information accurately and appropriately.

Students:

- are not penalised for incorrect English spelling
- do not need to understand every word of a text
- should look at the **title** of the text to learn its subject
- should look for words that they understand and try to build up a general idea of what the text may be about
- should look for words that might look like English words as they often mean the same thing, for example, euphoria, oxytocin, fact, *melodija*, *sociolozi* (sociologists), *nesocialen* (antisocial)
- should look at the questions for clues
- pick out unknown words and look them up in their dictionary
- use the context to help them understand.

When reading a longer passage, students may want to follow these steps:

- read the text quickly without looking up any words in the dictionary to try and get a general idea of what the text is about
- look at the questions and find what detail they are looking for
- read the text again, look for detail and look up key words.

Students should try to read as many different texts in Macedonian as possible throughout the year as their language will improve and they will have a broader range of vocabulary to draw upon.

#### Text 6

##### Question 6a.

Music and lyrics can be easily remembered and stay with you for a long time/catchy music/beautiful.

##### Question 6b.

- if we sing every day and listen to good music, our brain will produce oxytocin, a hormone which increases goodwill
- closeness between people increases
- improves short-term and long-term memory (mnemonic device)

##### Question 6c.

Traditional music

- used at celebrations/traditions
- used as a memory/mnemonic device/learning
- sung around the fire, part of the social fabric

Contemporary music

- to influence voting trends
- as a device to stimulate spending in restaurants and shopping centres as we live in a consumerist society
- it is used (listened to) by the individual/passive consumption through headphones/relieves stress

Only very capable students got all six points. Some answers were put in the wrong table.

Students need to practise placing the required information correctly. Students should practise this more in class activities.



**Text 7**

**Question 7a.**

Tickets have sold out extremely quickly. There are no more.

**Question 7b.**

She says they want to keep the event exclusive/demand has increased and it is a shame that there is not more space.

**Question 7c.**

It was cancelled because Christmas is a time for family, and the musicians (who have worked hard throughout the year) also have a right to rest and be with their families.

**Question 7d.**

In this question students were asked to analyse two different text types. Many students merged content with purpose. Weaker students overused words like 'formal' when describing the tone of the text. Tone can be described in a range of ways, for example, serious, reflective, inquiring, convincing, placatory, smug, beyond reproachful, argumentative, etc. Students need to be able to pinpoint tone more precisely and should practise this as a part of their examination preparation. Students should read each text at least three times to become very familiar with it before attempting to answer the questions.

**Part B – Answer in Macedonian**

This section was assessed according to the following criteria:

- understand general and specific aspects of a text by identifying, analysing and responding to information
- convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of the text type).

**Question 8**

Students generally had a fair amount of information on the topic. High-scoring students were mindful of the assessment criteria and showed depth in content, accuracy and breadth of vocabulary and grammar. They discussed the practices of letter writing and conversation, their demise and how they have been replaced by the variety of ways in which people now communicate (email, mobile phones, Facebook, etc.). These students discussed how easy communication is now and what the pitfalls are in modern communication.

When writing their report, students should keep in mind the following general recommendations:

- consider what the topic is and highlight key words
- remember that the prescribed word limit is 150–200 words
- continually ask themselves 'what am I writing?' to ensure they write to the correct text type
- keep their audience in mind
- include an introduction, body and conclusion.

If students are uncertain or become stuck they should read the stimulus text again. Rereading the questions may also assist them to return to the task more quickly.

**Section 3 – Writing in Macedonian**

This section was assessed according to the following criteria:

- relevance and depth of treatment of ideas, information or opinions
- accuracy and range of vocabulary and sentence structures
- the capacity to structure and sequence a response and the capacity to use conventions of the text type.

This section was designed to assess the students' ability to express ideas through the creation of an original text in Macedonian. Students were required to write a response of 200–250 words on one of four topics. This year students selected from all four topics.

Students are expected to be familiar with the kinds of writing and different text types specified in the *VCE Macedonian Study Design*. Lists of different kinds of writing and text types are given on page 13. Pages 50–51 give the main characteristics of the different kinds of writing and the main characteristics of common text types can be found on page 52. Students should know these characteristics well so that they can fulfil the requirements of the writing tasks.

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## Question 9

Students were required to write an imaginative story beginning with 'One summer I would rather forget'.

High-scoring responses:

- demonstrated imagination and skills in creating an appropriate atmosphere
- included descriptions of emotions, people and places
- used a wide range of vocabulary, and sequenced and structured ideas coherently and effectively.

## Question 10

Students were required to write a letter persuading their parents to let them keep a pet. Students needed to adhere to the conventions of letter writing and include an address, date, salutation, greeting, body (content), farewell and sign off.

While this was a very popular question, students produced fairly uniform and mundane texts.

## Question 11

Students were required to write an article for their school newspaper in which they told how their favourite hobby helped them to relieve stress. The best writing was engaging and varied; however, there were also some examples of repetitive, circular writing.

## Question 12

Students were required to write a formal letter inviting someone to a traditional occasion and there were some interesting responses. Better students engaged the reader with an invitation to a cultural event, created an atmosphere, showed knowledge and appreciation of Macedonian culture and demonstrated the desire to share it with others.