



Written component

SPECIFIC INFORMATION

Section 1 – Listening and responding

Part A – Answer in English

Assessment criterion:

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

In this section, students are required to listen to texts and respond to set questions in English. It is important that students practise note-taking skills and ensure that they are focused when listening to the texts. They should also read the questions carefully, breaking them down and highlighting the key information that they need to identify during the reading time and the playing of the texts.

Students need to make sure that their final response is given in the space provided for the answer as no credit is given for answers written in the note-taking column.

- Student responses should be to the point. The space provided and the marks allocated should be used as a guide.
- All answers must be based on the texts.
- No credit is given for answering in the wrong language. Students should never switch from one language to another in the same answer.
- While students are not penalised for messy handwriting and all attempts are made to decipher handwriting, illegible writing may affect the result.

Text 1

Question 1a.

One of:

- I want to see it
- how about we go on Friday?
- too bad we can't see it in 3D.

All students answered this question correctly.

Question 1b.

- it was the fourth most watched movie
- it sold tickets worth a lot of money/made more than a million dollars
- tickets must be bought in advance

Generally, students answered this question well. However, they must listen carefully, take notes, and tease out strands of meaning and in order to earn full marks, answer the question correctly.

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Text 2

Question 2a.

News Item 1

Event: picnic/excursion/gathering

Setting: a lake/beach

News Item 2

Event: International Food and Agricultural Fair/Green Week

Setting: European city/Berlin

News Item 3

Event: Lesson/project on Macedonian foods/learning/class on healthy food

Setting: Primary school/classroom

Students need to practise putting single units of information in the right place. The responses required students to discriminate between the event and the setting in each news item.

Question 2b.

- socialising
- traditional food
- healthy lifestyle/healthy eating
- family/grandparents

Not all students got all four points. Short texts should be played in class so students can practise listening for specific information.

Text 3

Question 3a.

(A) Troublesome neighbours quietened

Most students were able to get the right answer to this question.

Question 3b.

- giving the two noisy people a phone each
- moving the neighbours into neighbouring flats

Most students were able to pick out the answers to get the two marks. To find the right answer students were required to break down the question carefully.

Text 4

Students should not be put off by words they don't understand in some of the texts. This particular text was from the field of archaeology. However, students did not need to know about archaeology or to understand every word in order to answer the questions correctly.

Question 4a.

Sample response: Picture A is a ceramic container with handles, (dating) from the Bronze or early Iron Age, found in the Bay of Bones at 3.5 metres in depth. The container is (housed) in the museum now. It was found at the bottom of the lake in 1997.

Synonyms are accepted in such sample answers; for example, ceramics/pottery; container/pot; in depth/deep/under.

Part B – Answer in Macedonian

Text 5

Question 5a.

Most students answered with the required points. Teachers should play texts for students that include numbers including dates, as these can be difficult for weaker students to transcribe in listening tasks.

Text 6

Question 6

Possible answers:

- Marie Williams – love of family, nature, the simple things
- Ralph Alan – being physically fit, leading an active/healthy lifestyle/swimming and walking
- Kristen Smith – her perception of beauty extends beyond the physical; attitude and self-confidence are crucial
- Martin Sean – believes in peaceful resolutions; avoids conflict.

As for much of the examination, students were asked to provide evidence from the text or to refer back to the text. Students who answered the question well had often broken it down, highlighted key words ('beauty' and 'four characters') and listened out for key references. When lines are provided for the answer, students should usually write in continuous text rather than in point form. Many students did not answer this question very well.

Section 2 – Reading and responding

Assessment criteria:

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

General advice to students

- Look at the title of the text where provided – this will help you understand the subject of the text.
- Look for words that you do understand and try to build up a general picture of what the text may be about.
- Look for words that might look like English words – they often mean the same thing; for example, *producentot* – producer, *ciklusot* – cycle, *religioznite* – religious, *spotovi* – spots, *ekoloski* – ecological.
- Read the questions carefully; they can give an indication of the content of the text.
- Pick out unknown words that look important and look them up in your dictionary.
- Make sensible guesses rather than leaving a blank.
- Use the context to help you understand words you don't know.
- Don't panic if you don't understand every word. Not all words are essential to answer the questions.

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

- Have a quick read and, without looking any words up, try to get a general idea of what the text is about.
- Read the questions and find what details are required for the answers.
- Read the passage again, looking for those details, and look up key words at this stage.

Throughout the year, students should try to read as many different texts in Macedonian as possible. The more you read, the more your reading will improve and the more Macedonian words and phrases you will get to know.

Part A – Answer in English

Text 7

Question 7a.

The three major purposes of the text are:

- to announce the award given to the film clip 'Macedonia Forever'
- to inform the public of the content of the award-winning film clips
- to inform the readers of the positive consequences/outcomes of the award.

Question 7b.

An announcement is made in the first paragraph and enhanced by stating it was an international festival/the honour of receiving the award against 60 other students. The content promotes Macedonia as a tourist destination worth visiting. It

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was taken up by *The New York Times* and Macedonia was included in the top 31 travel destinations. It had one million hits on the website and was shown on CNN.

This was not an easy question to answer. Teachers can prepare students for difficult questions by asking them to consider the purpose/s of different texts read throughout the year. Students need to consider whether the text is successful in portraying its purpose and how it goes about it.

Students should know all text types and the features of each one, as they will be asked to write a number of them. Please refer to the *VCE Macedonian Study Design* for more information on text types.

Each text should be read at least three times before students attempt to write an answer. Familiarity is extremely important.

Question 7c.

(B) Macedonia – a top destination in 2010

Students answered this question well.

Part B – Answer in English

Assessment 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 8a.

The reasons for the premier's words were:

- to impress his countrymen
- to justify the cost and avoid criticism
- to acknowledge and praise the success of the promotional clip
- to recommend Macedonia to tourists.

Generally, students answered this question well. High-scoring answers contained a good amount of detail.

Question 8b.

Additional information in Text 8:

- the effects of promoting Macedonia are already being noticed
- there will be 10 years of publicity on international television
- the *New York Times* is one of the best known and most widely circulated newspapers in the world.

Question 8c.

Text 7: newspaper article/review/critique

Text 8: media or press release/communiqué/radio broadcast

Text 9

Question 9

Students had a lot to say about the topic. The students who scored the highest were mindful of the criteria for the question, showed depth in the content of their answer and used a broad range of accurate vocabulary. They generally included references to the longstanding tradition of making *ajvar* and its status as a national trademark and delicacy. They mentioned that it was under threat, and discussed the role of the council in providing services to help maintain this culinary tradition.

They structured the text logically and followed the conventions of letter writing, which includes showing the address, date, salutation, greeting, body (content), farewell and signing off.

General recommendations for this task include asking yourself the following questions.

- What is the topic? The key words from the topic need to be highlighted.

- What is the number of words required? 150–200
- What am I writing? The text type is a formal letter. Students should keep reminding themselves of this to stay on track.
- How should I structure the content? Students needed to think about the logical sequencing of information and the ordering of paragraphs and sentences.
- What am I trying to do? In the tasks, students were asked to voice an opinion in a formal way.
- For whom am I writing? The audience is readers of *Nova Makedonija*, the main newspaper of Macedonia.
- Who am I meant to be? Provide details of authorship.

Any time students are uncertain or come to a standstill, they need to re-read the stimulus text to anchor and re-orientate themselves. Re-reading the questions also puts one back on the task quickly.

Section 3 – Writing in Macedonian

Assessment 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 response and capacity to use conventions of the text type.

This section was designed to assess students' ability to express their ideas by creating an original text in Macedonian. Students were required to write a response of 200–250 words on one of four topics.

Students are expected to be familiar with the kinds of writing and different text types specified in the study design. Lists of different kinds of writing and text types are given on page 13; pages 50 and 51 provide the main characteristics of the different kinds of writing and page 52 details the main characteristics of common text types. Students should know these characteristics well so that they can fulfil the requirements of the writing tasks.

Common errors included:

- answering in the wrong language
- using much more space than provided in the question/answer sections
- translating directly from English to Macedonian; this always results in awkward writing
- using a pen with pale ink.

Question 10

Not many students chose this topic. Those who did stuck close to the conventions of speechmaking, introduced the topic, included rhetorical questions, knew their topic well, showed compassion and projected into the future.

Question 11

This was a popular topic. The best letters used varied expression, sequenced and structured ideas coherently and effectively, and fleshed out their student descriptions, describing their many achievements in detail.

Question 12

The best writing for this question went beyond the prosaic, familiar arguments and was instead engaging and varied. However, there were also examples of repetitive, circular writing. Students need to be aware that some topics can lead to very simple repetitive responses.

Question 13

Students provided some interesting writing here. The better writing engaged the reader in a good mystery.