2011 Languages: Macedonian GA 3: Examination

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 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 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 to the length of response required.
- 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

This section assessed students' capacity to understand general and specific texts. Generally, the order of the questions corresponded to the order in which the information was presented in the texts, but some questions could relate to the passage as a whole and some information may have been found in different parts of the texts.

Question 1a.

One of:

- Elena invites Sasho to go to the beach
- Elena is calling Sasho to tell him about the new beach/how good it is.

Students needed to mention the beach to gain the mark. It was not enough to say that Elena is inviting Sasho out. Most students answered this question correctly.

Question 1b.

(D) Beside the Vardar

Question 1c.

Elena and Sasho are good friends/boyfriend and girlfriend/mates/relatives because:

- they use pet names/nicknames
- Eli is confident that Sasho will accept her invitation/call her back to organise an outing to the beach.

Text 2

Question 2a.

A likely applicant would be (any three of):

- somebody who likes writing in Macedonian
- somebody who is 7–15 years of age
- somebody who would want to and be available to attend the festival
- a student of Macedonian

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- the best student from each school.

Short texts should be played in class so students can practise listening for specific information.

Question 2b.

- The participant can call on the support of a mentor/teacher/tutor.
- The support must be acknowledged by providing the name and surname of the mentor.

In two-part questions students should ensure they answer both parts of the question.

Question 2c.
Any two of:

- running an annual competition for the best literary works
- allocating funds to school literary clubs/supports school literary clubs
- giving prizes to the top 10 supporting schools
- giving prizes to the top 10 students.

Text 3
Question 3a.

- having good fortune come to his family
- enrolling, studying and succeeding in high school
- success in studies

Most students were able to answer this question correctly.

Question 3b.
Mile is:

- brave, because he was not afraid of icy waters
- determined/hardworking, because he practised every morning before the event
- proud, because he talks about his family's traditional participation in the event
- generous, because he donated his prize money to the church.

Students needed to justify their responses with evidence from the text in order to gain full marks. It was not sufficient to provide only the characteristic or the evidence.

Text 4
A visitor might be attracted by the opportunity to see:

- the original manuscript of Beli Mugri/to see the works of Racin
- Racin's pottery/clay products, where he produced them
- an example of traditional and authentic Macedonian architecture (overlooking Veles)
- a famous author's residence.

Part B – Answer in Macedonian

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 and listened for key references. When lines are provided for the answer, students should write in continuous text rather than in point form. Students are assessed on fluency in Macedonian as well as content.

Text 5
Question 5a.
The boy discovered his family links with Macedonia when he:

- visited his mother's primary school
- went to the house where his mother was born.

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Question 5b.
The boy appreciates the beauty of Macedonia and learning about his family's history. He feels emotional when it comes to departing from the land of his heritage. However, he looks forward to returning to the country of his birth – Australia – and seeing his friends, his school and his street. He clearly belongs to two different worlds.

Text 6
Question 6
Australia

- the flora and the fauna
- the natural environment
- the unity of the states and territories

Macedonia

- the fertile, rich agricultural products
- the geographical features/natural environment
- the folklore

Students could only use 'the natural environment' once in their responses.

Section 2 – Reading and responding

Assessment criteria:

- understand general and specific aspects of texts by, for example, comparing, contrasting, summarising or evaluating 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.
- 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 question 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 up any words, 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 they read, the more their reading will improve and the more Macedonian words and phrases they will get to know.

Part A – Answer in English

Text 7
Question 7a.

- 'Big' refers to hidden cameras being everywhere and seeing everything.
- 'Eye' suggests that the cameras 'are watching' everything.
- Hidden cameras are watching everything.

Question 7b.
Circumstances: Only certain places (footpaths, neighbouring buildings or public spaces) can be filmed because it would be an invasion of privacy. If evidence from the cameras is used in courts of law, faces will be blurred.
Reason: Privacy laws. To avoid identification of people involved in lawsuits.

This was a two-part question and many students struggled to answer both parts.

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Question 7c.
Any five of:

- all major areas are being watched, even childcare centres
- there are not enough police officers; hidden cameras can compensate for this
- people need to behave on the streets and need to be under surveillance
- this example of using hidden cameras has reduced the crime rate
- hidden cameras offer protection to people in courts of law
- there is a citizen's privacy protection law to safeguard against the misuse of hidden cameras
- people feel safer.

Students had difficulties with this question.

Text 8
Question 8a.
The principal is worried about students having access to harmful information on the internet. The principal addresses this by:

- offering advice to parents on how they can help
- informing parents that there is a forum to discuss the problem/inviting parents' comments
- stating that schools will have to address the issue through the curriculum
- encouraging parents to talk to their children about the danger
- encouraging parents to keep an eye on their children.

Question 8b.

Text 7
Context: an unhappy citizen expressing his views about hidden cameras and the invasion of privacy
Audience: the general public
Tone: sarcastic/angry/frustrated/negative

Text 8
Context: principal worried about the dangers of young people having access to the internet
Audience: parents of students at school/the school community
Tone: caring/concerned/supportive

Many students wrote that the tone was serious or formal but this was not acceptable.

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).

Text 9
Question 9
Students who scored the highest for this question were mindful of the assessment criteria; answers showed depth in content and used a broad range of accurate vocabulary. They also went beyond expressing the obvious. Students should avoid lifting slabs of text from the original.

The best writing for this question went beyond straightforward, familiar arguments and was engaging and varied. However, there were also examples of repetitive writing. Students need to be aware of the need to avoid simple, repetitive responses.

Students needed to follow the conventions of letter writing and include the address, date, salutation, greeting, body (content), farewell and sign-off.

General recommendations for this task include students asking themselves the following questions.

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

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- What is the number of words required? 150–200
- What text type 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.
- For whom am I writing? The audience is the Macedonian Soccer Association.
- Who am I meant to be? Provide details of authorship.

If students are uncertain or come to a standstill, they need to re-read the stimulus text to anchor and reorientate themselves. Re-reading the questions can also put students 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 assessed students' ability to express their ideas by creating an original text in Macedonian. Students were required to write a response 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.

Students should avoid translating literally from English to Macedonian; this always results in awkward writing.

Question 10

Students were required to write an article to persuade their class to take action on the most pressing environmental issues of our time.

Few students chose this topic. Those who did choose it wrote persuasively.

Question 11

Students were given the following scenario, 'You are on an excursion with your class visiting the historical ruins of Stobi and you accidentally become separated from your group. Suddenly the former town comes to life before your eyes.' Students were required to write the story.

This was a popular topic. The best stories used varied expression, and sequenced and structured ideas coherently and effectively.

Question 12

Students were given the following scenario, 'Your careers teacher provides many choices for further education and encourages you to continue your studies. On the other hand, some of your friends encourage you to earn a living and travel.' Students were required to write a diary entry evaluating these alternative pathways.

Students provided some interesting writing. The best writing was detailed and coherent.

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