



2005

LOTE: Albanian GA 3: Examination

Oral component

GENERAL COMMENTS

Students were generally well prepared for the 2005 Albanian oral examination and used a high standard of grammar and expression.

SPECIFIC INFORMATION

Section 1 – Conversation

A large percentage of students performed extremely well in this part of the examination, thus giving clear indication that thorough preparation had taken place for the Conversation. Through this, students were able to carry the conversation forward and bring up some very interesting points which were then discussed in depth. It is recommended this level of preparation be maintained.

Section 2 – Discussion

Teachers and students need to place greater emphasis on preparing the Detailed Study for the Discussion section of the oral examination. It is not enough to choose a topic and just be able to present it – students need to be able to engage in an analytical discussion of various aspects of the topic being discussed. This needs to be done in a clear, logical way rather than just by rote learning the topic.

The majority of the students demonstrated excellent control and knowledge of the Albanian language; however, a better-prepared Detailed Study would have enhanced their discussion considerably.

Written component

GENERAL COMMENTS

The 2005 Albanian written examination appeared to challenge students to a higher degree than in previous years. Only a small percentage of students were able to provide the required answers in every section of the paper. This indicates that students would do well to concentrate their studies on the analysis of texts through constant practice in listening to spoken texts.

SPECIFIC INFORMATION

Section 1 – Listening and responding

This section of the examination posed a great challenge to the majority of the students. Students were often unable to grasp the meaning of the conversation and consequently gave incorrect answers.

One part which students found difficult was Question 3c., which required them to identify the feeling and tone of the speaker rather than the actual words that he/she was saying. Students should be given opportunities to practise all the different types of questions suggested in the Study Design.

The multiple-choice question (Question 2a.) was again where students showed the most success.

Section 2 – Reading and responding

The Reading and responding section requires students to understand the argument that is presented and to respond to the questions, bearing in mind the issues that have been put forward. Unfortunately, the majority of students tended simply to copy sections from the reading and use these as the required answers. A more thorough reading of the texts would improve students' understanding, thus giving them a much better chance of analysing the information and answering the questions correctly.

2005 Assessment Report



Section 3 – Writing in Albanian

Responses to this section of the paper indicated a very high level of language competency in all students. It was good to see that students chose a variety of topics rather than just one common one. Students' responses were generally very good.