



Written component

GENERAL COMMENTS

Most students responded adequately, demonstrating a satisfactory grasp of tone and providing logical responses.

The written examination appeared to have challenged some students more this year than in previous years. Teachers are advised to work through past examination papers to reinforce students' analytical skills.

SPECIFIC INFORMATION

Section 1 – Listening and responding

This section of the examination has always presented a great challenge to the majority of students. In 2010, it was clear that this section of the paper was not fully understood by most students. This was apparent from the answers in both Part A and Part B. The majority of students lost valuable marks by choosing the incorrect response. Students must look at the questions on the examination paper while listening to the conversations.

Part A: Answer in English

Text 1

Question 1

The mother's objections include (any two of):

- has six members of the family/individuals to cater/cook for
- feels unappreciated/an unpaid cook
- questions her role.

The son's objections include (any two of):

- doesn't like beans
- doesn't like having to eat what he doesn't like
- is often served beans.

Text 2

Question 2a.

Female speaker (any three of):

- best-acted version she has seen
- portrayed realistic emotions
- romantic
- depicts positive view of love; true and faithful to end
- finds Shakespearian tragedies too dark (Macbeth, King Lear).

Male speaker:

- Romeo and Juliet is not a Shakespearian masterpiece
- the acting is not so clever because the actors are a couple in real life
- doesn't like love stories, prefers heavy drama (Macbeth, King Lear).

Question 2b.

Male speaker:

- she cuts him off in conversation
- she doesn't listen to him
- she says 'Never mind that' when he tries to offer an opinion.

Text 3

Question 3a.

- to conduct his business internationally
- Albania is likely to enter the EU



- better opportunities for his business to grow larger

Question 3b.

Two of:

- by offering a European holiday
- travel through European countries without visas
- no need to change money between European countries.

Text 4

Question 4a.

Two of:

- it links the name of the product with what the buyer hopes to become – a shining star
- it convinces the buyer that they will become the centre of attraction/popular
- it appeals to the vanity of the buyer.

Part B – Answer in Albanian

Text 5

Question 5a.

Any two of:

- he knows what she wants to do
- he is proud of her and thinks she can do anything
- he is concerned about her selecting what he thinks is an unsuitable career.

Questions 5b.

- She likes the thought of woodwork because she could build furniture and carve timber.
- She likes the thought of engineering because she could design kitchens and household objects.

Text 6

Question 6a.

Any three of:

- the tender smile on the person waving from the window
- the embrace
- the invitation to come up and eat the lakror
- the warmth of the room
- the feeling of being loved and secure.

Question 6b.

Any three of:

- the house is empty
- the windows are shut
- she is brought back to reality.

Section 2 – Reading and responding

Part A: Answer in English

Text 7

Question 7a.

The person compares them to a stream of ants, because they spend their day on the same track doing the same things working for the colony (their society).

Question 7b.

Any five of the following words and expressions:

- faster, faster, faster
- speeds
- as fast as possible
- too long
- more to do

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- blink of an eye
- can't stop
- is waiting
- must
- whizzing.

Text 8

Question 8a.

Any four of:

- digs the soil
- plants new seedlings
- tends seedlings lovingly in the winter months
- replaces the earthworm back into the soil
- has learned to understand and deal with the elements.

Question 8b.

Text 7 includes at least four examples from the three main points below of:

- personal style consistent with diary entry, may include short and sometimes incomplete sentences
- focuses on an urban scene that is mechanical (train wheels on metal tracks, carriages, buildings such as railway station, offices), high technology (computers, iPods, mobile phones), noisy. There is a lack of human contact, of nature and the seasons e.g. 'Can't see if the season has changed' / 'Why can't ...the way the wind blows?'
- the author is unhappy and feels controlled, e.g. 'must answer it, must lower the music'.

Text 8 includes at least four examples from the five main points below of:

- reflective, consistent with story, with long, descriptive sentences
- focuses on nature and the seasons, e.g. 'Every spring after the snow has melted the soil becomes soft'
- there is a lack of mechanical and technical content, the man takes pleasure in his hands being dirty from working the soil
- the images are natural physical images of plants, seedlings, soil, mountains
- the author is contented and philosophical about accepting his fate and appreciates his environment.

Part B: Answer in Albanian

Text 9

This section of the examination was the section where students were most successful. Most students responded correctly, discussing topics appropriately and using evidence to support their opinions.

Question 9

Responses needed to include the following points:

- avoids hurt and disappointment
- avoids family conflict and deceptions
- allows everyone to express their needs and desires
- gives teenagers the chance to be independent
- allows for better preparation to cater to everybody's needs
- gives the possibility of variety and change.

The criteria for the question are detailed in the table below.



Criteria	Marks
<ul style="list-style-type: none"> • responds to the information, ideas and/or opinions of the text (includes main points) • demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • demonstrates extensive knowledge and understanding of vocabulary and sentence structures • manipulates language authentically and creatively to meet the requirements of the task • organises information and ideas to meet the requirements of the task 	9–10
<ul style="list-style-type: none"> • responds to most of the information, ideas and/or opinions of the text (includes main points) • demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • manipulates language with some degree of authenticity and creativity to meet the requirements of the task • organises information and ideas to meet the requirements of the task 	7–8
<ul style="list-style-type: none"> • responds to some of the information, ideas and/or opinions of the text (includes points) • demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • organises information and ideas to meet the requirements of the task 	5–6
<ul style="list-style-type: none"> • responds to some of the information, ideas and/or opinions of the text • demonstrates a basic knowledge and understanding of vocabulary and sentence structures • demonstrates limited evidence of the ability to organise information and ideas 	3–4
<ul style="list-style-type: none"> • demonstrates a limited understanding of the text • demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • uses single words and set formulae to express information 	1–2

Section 3 – Writing in Albanian

Question 10

Students were required to write a diary entry on one day of a memorable holiday that particularly stood out as the most important for them.

Students could have included:

- what they learnt
- regrets
- what made the holiday memorable.

Question 11

Students needed to write a report informing the readers of your local newspaper of the dangers to the ecosystem of increased exploration of the land.

Students could have:

- informed readers of the extent of the mining
- mentioned the dangers or consequences.

Question 12

Students needed to write an article for the school newsletter persuading them of the best way to keep fit.

Students could have included:

- an introduction about the concerns of the students
- at least three measures for keeping fit
- the benefits of following their advice

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- the consequences of not acting.

Question 13

Students were given the following scenario, ‘As I started to open the letter with its strange stamp . . .’ and were required to continue the imaginative story to be entered in a mystery fiction competition run by their local library.

Students could have:

- described the contents of the letter
- described the stamp or why the stamp aroused curiosity, how was it strange.
- described the situation and background, where letter was opened, how received, etc.
- justified the criterion for ‘mystery’. This may have been crime, science-fiction, magical, etc.

Criteria	Marks
<ul style="list-style-type: none"> • demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions • demonstrates extensive knowledge and understanding of vocabulary, tense, mood and syntax • manipulates language authentically and creatively • sequences and structures ideas and information coherently and effectively 	13–15
<ul style="list-style-type: none"> • demonstrates breadth in the presentation and some depth in the development of information, ideas and/or opinions relevant to the task • demonstrates a thorough knowledge and understanding of vocabulary, tense, mood and syntax • manipulates language with some degree of authenticity and creativity • sequences and structures ideas and information effectively 	10–12
<ul style="list-style-type: none"> • presents information and a range of ideas and/or opinions • demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood and syntax • organises information and ideas to meet the requirements of the task 	7–9
<ul style="list-style-type: none"> • presents some information, opinions or ideas relevant to the task • demonstrates a basic knowledge and understanding of vocabulary and sentence structures • demonstrates limited evidence of the ability to organise information and ideas 	4–6
<ul style="list-style-type: none"> • demonstrates a limited understanding of the requirements of the task • demonstrates an elementary knowledge and understanding vocabulary and sentence structures with evidence of the influence of English syntax • uses single words, set formulae and Anglicisms to express information 	1–3