Languages Other Than English
STUDY DESIGN

Macedonian

Board of Studies
2000
Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

**Macedonian**

The following agencies have contributed to this document:
Board of Studies, New South Wales
Board of Studies, Victoria
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Northern Territory Board of Studies
Senior Secondary Assessment Board of South Australia
Tasmanian Secondary Assessment Board

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Languages Other Than English: Macedonian

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IMPORTANT INFORMATION

Accreditation period
Units 1 and 2: 2002–2023
Units 3 and 4: 2002–2024
Accreditation period for Units 1 and 2 ends 31 December 2023
Accreditation period for Units 3 and 4 ends 31 December 2024

Other sources of information
The VCE Bulletin is the only official source of changes to regulations and accredited studies. The VCE Bulletin, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the VCE Bulletin.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Board of Studies will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The VCE Administrative Handbook for the current year contains essential information on assessment and other procedures.

VCE providers
Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

Photocopying
VCE schools only may photocopy parts of this study design for use by teachers.
Introduction

THE LANGUAGE
The language to be studied and assessed in this course is the standard contemporary language which is the official and internationally recognised language of the Republic of Macedonia. The Macedonian cyrillic script will be used. Some variation in accent and pronunciation due to regional or dialectal differences will be accepted in the oral examination.

RATIONALE
The study of Macedonian contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. As well as the cognitive benefits of learning a language, it provides access to the culture of Macedonian-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Macedonian develops skills in understanding and producing a language that is spoken in the c, as well as by significant communities in Albania, Bulgaria and Greece and as a result of migration, by communities in North and South America, Canada, Western and Eastern Europe and Australia.

People of Macedonian origin have made a contribution to Australia’s development for many years. Associated with the Macedonian language is a culture rich in history and tradition, art, music, dance, literature and folk craft. The study of Macedonian provides students with direct access to this culture and heritage.

The ability to communicate in Macedonian may, in conjunction with other skills, provide students with enhanced vocational opportunities in the fields of translation, interpreting, education, trade, social welfare, counselling and journalism.

AIMS
This study is designed to enable students to:
• use Macedonian to communicate with others;
• understand and appreciate the cultural contexts in which Macedonian is used;
• understand their own culture(s) through the study of other cultures;
• understand language as a system;
• make connections between Macedonian and English, and/or other languages;
• apply Macedonian to work, further study, training or leisure.
STRUCTURE
The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

ENTRY
Macedonian is designed for students who will, typically, have studied Macedonian for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must undertake Unit 3 prior to undertaking Unit 4.

DURATION
Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN
During its period of accreditation minor changes to the study will be notified in the VCE Bulletin. The VCE Bulletin is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the VCE Bulletin.

MONITORING FOR QUALITY
The Board of Studies will, from time to time, undertake an audit of Macedonian to ensure that the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of students’ work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the VCE Administrative Handbook. Schools will be notified during the teaching year of schools and studies to be audited.

SAFETY
It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION TECHNOLOGY
In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The Advice for Teachers section provides specific examples of how information technology can be used in this study.

COMMUNITY STANDARDS
It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern in the use of information located on the World Wide Web.
VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should note that they will need to seek registration as a training provider, or to enter into an agreement with a registered training provider able to offer the module outcomes to students on their behalf. For further information, contact the Office of Post Compulsory Education, Training and Employment (PETE).

The school-assessed coursework component of this study is designed to allow the integration of tasks required in Modules 2A and 2B of the National TAFE Language Course Stage One*. The outcomes for Module 2A relate most closely to Units 1 and 2; the outcomes for Module 2B relate most closely to Units 3 and 4.

The VCE coursework assessment tasks (including those required for the detailed study VET option) are sufficiently flexible for both the VCE outcomes and selected outcomes required for Modules 2A and 2B to be met. Examples of how this might be done are provided on pages 46–49.

Students who successfully meet all of the outcomes required for Module 2A will be eligible to receive from their registered provider a Certificate II in Applied Languages. Students who meet all of the outcomes required for Module 2B will be eligible to receive a Certificate III in Applied Languages.

It is important to note that there are significantly more outcomes to be met in both Modules 2A and 2B than in VCE Units 1 and 2, and in Units 3 and 4, respectively. Although there is considerable scope for several of the module outcomes to be incorporated into one VCE assessment task, it is possible that (unless the student has completed some of the module outcomes previously) a number of additional assessment tasks (beyond the eight required for VCE Units 1 and 2, and six required for VCE Units 3 and 4) will be required, if the student is to achieve them all for the purposes of VET certification.

Schools might therefore wish to consider incorporating outcomes from Module 2A into Year 10 programs as well as into VCE Unit 1, and outcomes from Module 2B into VCE Unit 2 tasks, in addition to tasks in Units 3 and 4.

No additional enrolment procedure is required for students wishing to follow this VET option. It is important to note, also, that students who successfully complete the outcomes for Modules 2A and/or 2B will not receive any additional credit for satisfactory completion of the VCE, or for the calculation of the ENTER.

*National TAFE Language Course: Stage One; Generic Curriculum, ACTRAC Products, 1994, available from Australian Training Products (tel: 03 9630 9836)
Assessment and reporting

SATISFACTORY COMPLETION
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Board of Studies as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Board of Studies as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION
Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own. Teachers need to refer to the current year’s *VCE Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2
Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.
Units 3 and 4
The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4.
In Macedonian the student’s level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:
• Unit 3 school-assessed coursework: 25 per cent
• Unit 4 school-assessed coursework: 25 per cent
• Units 3 and 4 examinations: 50 per cent.
Areas of study

Units 1–4  Common areas of study

The areas of study for Macedonian comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

• The individual
• The Macedonian-speaking communities
• The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 23 and 24.
## PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

<table>
<thead>
<tr>
<th>The individual</th>
<th>The Macedonian-speaking communities</th>
<th>The changing world</th>
</tr>
</thead>
</table>
| **Personal identity**  
For example, personal details and qualities; personal interests, leisure activities; personal priorities. | **Lifestyles**  
For example, in a specific area, rural and urban lifestyles, lifestyles in Australia and Macedonia, the role of women, the extended family. | **Social issues**  
For example, challenges facing young people, self esteem; the importance of humanitarianism; indigenous issues; Australian/Macedonian relations; refugees. |
| **Relationships**  
For example, relationships with family and friends; personal view of the role of the family, the role of the individual in the community. | **Culture and traditions**  
For example, religious/belief systems, festivals/celebrations/ceremonies, wisdom from the past. | **Our natural world**  
For example, conservation, pollution now and in the future, the impact of green activism. |
| **Education and aspirations**  
For example, further education, careers; lifestyle aspirations; student’s view of the ideal world. | **Arts, literature and the media**  
For example, Macedonian writers, contemporary film, music past/present. | **Current affairs**  
For example, people and events, parties and politics. |
| **Migration**  
For example, migration in the past; impact of migration on family, culture; oral histories. | | |

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, **Italics** = Suggested sub-topics.

## TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program.

- Advertisement
- Announcement
- Article*
- Chart
- Conversation*
- Discussion*
- Editorial
- Film
- Formal letter*
- Informal letter*
- Interview
- Invitation*
- Journal/diary entry*
- Map
- Menu
- News item
- Note/message*
- Personal profile*
- Play
- Poem
- Postcard*
- Presentation
- Recipe
- Report*
- Review*
- Song
- Story/narrative account*
- Survey
- Table
- Text of a dialogue/sketch*
- Text of a speech*
- Timetable

## KINDS OF WRITING

The student is expected to be familiar with, and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.
VOCABULARY
While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 31.

GRAMMAR
The student is expected to recognise and use the following grammatical items:

<table>
<thead>
<tr>
<th>Verb</th>
<th>conjugation of verbal groups a, e i</th>
<th>вика живее оди</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>tense</td>
<td>чита</td>
</tr>
<tr>
<td></td>
<td>present</td>
<td>читав</td>
</tr>
<tr>
<td></td>
<td>perfect</td>
<td>ке читам</td>
</tr>
<tr>
<td></td>
<td>future</td>
<td>читатки, читам</td>
</tr>
<tr>
<td></td>
<td>continuous</td>
<td>читал</td>
</tr>
<tr>
<td></td>
<td>past definite perfective (L form)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>past indefinite imperfective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>pluperfect†</td>
<td>беше читал</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mood</th>
<th>indicative in all tenses</th>
<th>Чита!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>imperative</td>
<td>Да читаше</td>
</tr>
<tr>
<td></td>
<td>potential conditional</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Voice</th>
<th>active</th>
<th>се занесовме</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>passive</td>
<td>занесени</td>
</tr>
<tr>
<td></td>
<td>transitive, intransitive and reflexive verbs</td>
<td>се мијам, се бричам</td>
</tr>
<tr>
<td></td>
<td>impersonal verbs</td>
<td>се вели, се мисли</td>
</tr>
<tr>
<td>verbal nouns, verbal adjectives and verbal adverbs</td>
<td>работење, работен, работно</td>
<td></td>
</tr>
<tr>
<td>verbal constructions ima/nema</td>
<td>има некој/нема никој</td>
<td></td>
</tr>
<tr>
<td></td>
<td>има речено/нема речено</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adverb</th>
<th>type</th>
<th>вчера, утринава</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>time</td>
<td>таму, ове</td>
</tr>
<tr>
<td></td>
<td>place</td>
<td>пешки, со автобус</td>
</tr>
<tr>
<td></td>
<td>manner</td>
<td>пет, неколку</td>
</tr>
<tr>
<td></td>
<td>quantity</td>
<td>отколку, од, нај</td>
</tr>
</tbody>
</table>

† for recognition only
<p>| Article              | indefinite | врата          |
|                     | definite   | вратата          |
| masculine           | телевизорот (ов, от, он) |
| feminine            | масата (ва, та, на) |
| neuter              | пилето (во, то, но) |
| Noun gender         | masculine   | професор          |
|                     | feminine    | професорка        |
|                     | neuter      | дете              |
| irregular plural    | нож - ножеви |
| vocative form       | море! докторе! сине! |
| diminutive          | Пиленце, ноже, столче |
| Adjective           | number (plural) | убави куки |
| gender              | убав, убава, убаво |
| definiteness        | убавиот, убавата, убавото, |
| comparative and superlative forms | поубав,а,о,и најубав,а,о,и |
| noun-adjective agreement | бел галеб, убава кука |
| possessive          | училишно звонче |
| Pronoun             | personal, direct and indirect object | јас, ти, вие, мене ме, |
|                     | pronouns (long and short forms) | тебе те, майка ми, |
| possessive          | мој, твој, негов |
| demonstrative       | она, овој, тој, оние |
| reflexive           | мене ме, тебе те, ним им |
| interrogative       | кој? што? чиј? |
| indefinite          | некој, нечиј, нешто, |
| universal           | секој, сечиј, сешто |
| relative            | кој, а, е и чиј,а,е,и што |
| negative            | никој,а,е,и ничиј,а,е,и ништо |
| Preposition         | prepositional phrases | низ, зад, на, од |
| Numerals            | cardinal and ordinal (gender) | еден,два, прв,а,о,и втор,а,о,и |
| Sentence type       | simple, complex and compound statements | |
|                     | questions | |
|                     | commands | |
|                     | affirmative and negative | |
|                     | exclamatory | |
|                     | the noun phrase functions | |
|                     | subject, direct object, indirect object | |
|                     | verbal and nominal predicates | |
|                     | direct and indirect speech | |</p>
<table>
<thead>
<tr>
<th><strong>Semantics</strong></th>
<th><strong>Register</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>derivation of new words</td>
<td>formal and informal registers</td>
</tr>
<tr>
<td>prefixes and suffixes</td>
<td></td>
</tr>
<tr>
<td>prefixation of verbs</td>
<td></td>
</tr>
<tr>
<td>sufixation in verbal system</td>
<td></td>
</tr>
<tr>
<td>compound words especially</td>
<td></td>
</tr>
<tr>
<td>nouns and adjectives</td>
<td></td>
</tr>
<tr>
<td>жена, женидба, женет</td>
<td>ти, Вие, вие</td>
</tr>
<tr>
<td>коса, коси, косач, косидба, објави, најави, пројави</td>
<td></td>
</tr>
<tr>
<td>чита, прочита, начита</td>
<td></td>
</tr>
<tr>
<td>зајдисонце, рамноправен</td>
<td></td>
</tr>
</tbody>
</table>
Unit 1

AREAS OF STUDY
The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES
For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1
On completion of this unit the student should be able to establish and maintain a written or spoken exchange related to personal areas of experience.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• use structures related to describing, explaining and commenting on past, present or future events or experiences;
• use vocabulary and expressions appropriate to the topic area;
• use a range of question and answer forms;
• link and sequence ideas and information;
• initiate, maintain and close an exchange;
• use appropriate intonation, stress, pitch/spelling and punctuation;
• self-correct/rephrase to maintain communication;
• recognise and respond to cues for turn taking;
• deal with unfamiliar vocabulary and structures, for example ask for repetition and clarification;
• communicate in a range of text types, for example letter, fax, email, voicemail and telephone, as well as face-to-face;
• use appropriate non-verbal forms of communication, such as eye contact and handshake.
Outcome 2
On completion of this unit the student should be able to listen to, read and obtain information from written and spoken texts.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• apply knowledge of vocabulary, structures and content related to topics studied;
• recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
• identify key words, main points and supporting ideas;
• order, classify and link items from various parts of the text;
• convey gist and global understanding as well as items of specific detail;
• establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

Outcome 3
On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• apply the conventions of relevant text types, for example review, article;
• use structures related to explaining, describing, comparing and commenting on past, present and future events or experiences;
• use stylistic features, such as repetition and contrast;
• summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
• link ideas, events and characters;
• select and make use of relevant reference materials;
• identify main ideas, events and sequences of action;
• provide personal comment/perspective on aspects of the texts;
• respond appropriately for the context, purpose and audience described.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.
Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should also be selected to ensure that, over the course of the unit, both oral and written skills in Macedonian are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

**Outcome 1:**
- informal conversation
  or
- reply to personal letter/email/fax.

**Outcome 2:**
- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Macedonian or English
  and
- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Macedonian or English.

**Outcome 3:**
- oral presentation
  or
- review
  or
- article.

It is expected that the student responds in Macedonian to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Macedonian, and the other a response in English.
Unit 2

AREAS OF STUDY
The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES
For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1
On completion of this unit the student should be able to participate in a written or spoken exchange related to making arrangements and completing transactions.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing;
• use vocabulary and expressions appropriate to the topic areas;
• apply the conventions of relevant text types;
• use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
• make arrangements, come to agreements, and reach decisions;
• obtain and provide goods, services, and public information;
• link and sequence ideas;
• initiate, maintain, direct as appropriate, and close an exchange;
• use gesture, stance and facial expression to enhance meaning and persuade;
• use examples and reasons to support arguments, and to convince;
• respond appropriately for the context, purpose and audience described.

Outcome 2
On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• recognise and use vocabulary, structures and content related to topics studied;
• apply the conventions of relevant text types such as a letter or a newspaper report;
• infer meaning from linguistic and contextual features;
• classify, compare and predict information and ideas;
• summarise, explain and contrast ideas and information from different texts;
• infer points of view, opinions and ideas;
• extract and reorganise information and ideas from one text type to another;
• provide personal comment/perspective on aspects of texts;
• appreciate cultural aspects critical to understanding the text.

Outcome 3
On completion of this unit the student should be able to give expression to real or imaginary experience in written or spoken form.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• apply the conventions of text types, for example journal entry, story or personal account;
• use structures related to describing, recounting, narrating, reflecting upon past, present or future events or experiences;
• use a range of appropriate vocabulary and expressions;
• use stylistic techniques such as repetition, questions and exclamations;
• structure writing to sequence main ideas and events logically;
• vary language for audience, context and purpose.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should be selected to ensure that, over the course of the unit, both oral and written skills in Macedonian are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.
A total of four tasks should be selected from those listed below.

**Outcome 1:**
- formal letter, or fax, or email
  
  or

- role-play
  
  or

- interview.

**Outcome 2:**
- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type
  
  and

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Outcome 3:**
- journal entry
  
  or

- personal account
  
  or

- short story.

It is expected that the student responds in Macedonian to all assessment tasks selected.
Units 3 and 4

AREAS OF STUDY
The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

DETAILED STUDY
The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through texts; Language and culture through VET.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class or different sub-topics may be selected for individuals or groups of students. In the former case, it will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination.

At least one and no more than two of the six coursework assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student’s understanding of the language and culture of the Macedonian-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 30). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through texts
The detailed study should enable the student to explore and compare aspects of the language and culture of the Macedonian-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting
and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

**Language and culture through VET**

This detailed study allows the student to explore and compare aspects of the language and culture of the Macedonian community through the study of outcomes drawn from Module 2B of the National TAFE Language Course, Stage One.

The sub-topic selected for this detailed study must allow for the incorporation of study related to Outcomes 14, 15, and one or more of Outcomes 2, 5 and 13 from module 2B of the National TAFE Language Course, Stage One. For further details of this course, refer to page 9.
Unit 3

AREAS OF STUDY
The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES
For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1
On completion of this unit the student should be able to express ideas through the production of original texts.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• use a range of relevant text types;
• create a personal or imaginative text, focusing on an event or experience in the past, present or future;
• show knowledge of first- and third-person narrative perspectives;
• vary language for audience, context and purpose;
• organise and sequence ideas;
• simplify or paraphrase complex expressions;
• select and make appropriate use of reference materials, including dictionaries.

Outcome 2
On completion of this unit the student should be able to analyse and use information from spoken texts.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• convey gist, identify main points, supporting points and detailed items of specific information;
• infer points of view, attitudes, emotions from context and/or choice of language and intonation;
• show knowledge of registers, and stylistic features such as repetition and tone.
Outcome 3
On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• exchange and justify opinions and ideas;
• present and comment on factual information;
• describe and comment on aspects of past, present and future experience;
• ask for and give assistance or advice;
• use appropriate terms of address for familiar and unfamiliar audiences;
• link and sequence ideas and information;
• use a range of question forms;
• use appropriate gesture;
• self-correct/rephrase to maintain communication.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement
The student’s level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment
School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the final assessment.

School-assessed coursework
Teachers will provide to the Board of Studies a score representing an assessment of the student’s level of achievement.

The score must be based on the teacher’s rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.
Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1</strong></td>
<td>Express ideas through the production of original texts.</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>A 250-word personal or imaginative written piece.</td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 2</strong></td>
<td>Analyse and use information from spoken texts.</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>A response to specific questions, messages or instructions,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>extracting and using information requested.</td>
<td></td>
</tr>
<tr>
<td><strong>Outcome 3</strong></td>
<td>Exchange information, opinions and experiences.</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>A three- to four-minute role-play, focusing on the resolution of an issue</td>
<td></td>
</tr>
<tr>
<td><strong>Total marks</strong></td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

* School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.
Unit 4

AREAS OF STUDY
The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

OUTCOMES
For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1
On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• understand and convey gist, identify main points and extract and use information;
• infer points of view, attitudes, emotions from context and/or choice of language;
• summarise, interpret and evaluate information from texts;
• compare and contrast aspects of different texts on a similar topic;
• accurately convey understanding;
• show knowledge of and use a range of text types;
• show knowledge of and use simple stylistic features such as repetition and contrast;
• infer meaning from cognates, grammatical markers and common patterns of word formation;
• appreciate cultural aspects critical to understanding the text.

Outcome 2
On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of the Macedonian-speaking communities.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• compare and contrast aspects of life in Macedonian-speaking communities with those in Australia;
• identify and comment on culturally specific aspects of language, behaviour or attitude;
• present an opinion about an aspect of the culture associated with the language;
• identify similarities and differences between texts, and find evidence to support particular views;
• show an awareness that different social contexts require different types of language;
• select and make use of relevant reference materials.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student’s level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent of the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent of the final assessment.

School-assessed coursework

Teachers will provide to the Board of Studies a score representing an assessment of the student’s level of achievement.

The score must be based on the teacher’s rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessment tasks</th>
<th>Marks allocated*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>Analyse and use information from written texts.</td>
<td>A response to specific questions, messages or instructions, extracting and using information requested.</td>
</tr>
<tr>
<td>Outcome 2</td>
<td>Respond critically to spoken and written texts which reflect aspects of the language and culture of the Macedonian-speaking communities.</td>
<td>A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. and A three- to four-minute interview on an issue related to texts studied.</td>
</tr>
</tbody>
</table>

Total marks 50

* School-assessed coursework for Unit 4 contributes 25 per cent to the final assessment.
**End-of-year examinations**
The end-of-year examinations are:
- an oral examination
- a written examination.

**Oral examination (approximately 15 minutes)**

*Purpose*
The oral examination is designed primarily to assess the student’s knowledge and skill in using spoken Macedonian.

*Specifications*
The oral examination has two sections.

**Section 1: Conversation (approximately 7 minutes)**
The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student’s personal world, for example school and home life, family and friends, interests and aspirations.

**Section 2: Discussion (approximately 8 minutes)**
Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the Discussion. The focus of the Discussion will be to explore aspects of the language and culture of Macedonian-speaking communities. The student will be expected to either make reference to texts studied or, if they have elected to follow the VET option, to discuss aspects of Outcomes 2, 5, 13, 14 or 15 from module 2B.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted.

**Written examination (3 hours including 10 minutes reading time)**
The student may use monolingual and/or bilingual print dictionaries in the written examination.

**Section 1: Listening and responding**

*Purpose*
Section 1 of the written examination is designed primarily to assess the student’s knowledge and skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from spoken texts and respond in English in Part A and Macedonian in Part B to questions on this information. The questions may require the student to identify information related to:
- the context, purpose and audience of the text;
- aspects of the language of the text, for example tone, register, knowledge of language structures.

*Specifications*
Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The student hears five to seven texts in Macedonian covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 7–8 minutes.
Some texts will be short, that is one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is one reading of each text will be approximately 90–120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table, chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

**Part A**

There will be two to four short texts, and one longer text.

Questions will be phrased in English for responses in English.

**Part B**

There will be one short text and one longer text.

Questions will be phrased in English and Macedonian for responses in Macedonian.

**Section 2: Reading and responding**

**Purpose**

Section 2 of the written examination is designed primarily to assess the student’s knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Macedonian to information provided in a text.

**Specifications**

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

**Part A**

The student will be required to read two texts in Macedonian of 400–500 words in total. The texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

**Part B**

The student will be required to read a short text in Macedonian of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 13.

The student will be expected to write a response of 150–200 words in Macedonian. The task will be phrased in English and Macedonian for a response in Macedonian.
Section 3: Writing in Macedonian

Purpose
Section 3 of the written examination is designed primarily to assess the student’s ability to express ideas through the creation of original text in Macedonian.

Specifications
The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (informative, imaginative, persuasive, etc.) through, for example:

- having different purposes, audiences and contexts;
- requiring different text types (see table of text types for productive use).

The student will be required to write a response of 200–250 words in Macedonian. The tasks will be phrased in English and Macedonian for a response in Macedonian.
# SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

## Outcomes and assessment tasks for Units 1 and 2

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Unit 1 (4 tasks)</th>
<th>Outcomes</th>
<th>Unit 2 (4 tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Establish and maintain a written or spoken exchange related to personal areas of experience. Informal conversation. or Reply to personal letter/fax/email.</td>
<td>1</td>
<td>Participate in a written or spoken exchange related to making arrangements and completing transactions. Formal letter/fax/email. or Role-play. or Interview.</td>
</tr>
<tr>
<td>2</td>
<td>Listen to, read, and obtain information from written and spoken texts. Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Macedonian or English. and Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables, in Macedonian or English.</td>
<td>2</td>
<td>Listen to, read and extract and use information and ideas from spoken and written texts. Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.</td>
</tr>
<tr>
<td>3</td>
<td>Produce a personal response to a text focusing on real or imaginary experience. Oral presentation. or Review. or Article.</td>
<td>3</td>
<td>Give expression to real or imaginary experience in written or spoken form. Journal entry. or Personal account. or Short story.</td>
</tr>
</tbody>
</table>
Outcomes and coursework assessment tasks for Units 3 and 4

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Unit 3 (3 tasks)</th>
<th>Outcomes</th>
<th>Unit 4 (3 tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A 250-word personal or imaginative written piece.</td>
<td>1</td>
<td>A response to specific questions, messages or instructions, extracting and using information requested.</td>
</tr>
<tr>
<td></td>
<td>Express ideas through the production of original texts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A response to specific questions, messages or instructions, extracting and using the information requested.</td>
<td>2</td>
<td>A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. and A three- to four-minute interview on an issue related to texts studied.</td>
</tr>
<tr>
<td></td>
<td>Analyse and use information from spoken texts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>A three- to four-minute role-play, focusing on the resolution of an issue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exchange information, opinions and experiences.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contribution of assessment tasks to study score

<table>
<thead>
<tr>
<th>School-assessed coursework</th>
<th>Unit 3</th>
<th>Oral examination</th>
<th>Unit 4</th>
<th>Written examination</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>250-word personal or imaginative written piece.</td>
<td>10</td>
<td>Conversation</td>
<td>10</td>
<td>Part A: Response in English</td>
</tr>
<tr>
<td>Response to spoken texts.</td>
<td>5</td>
<td>Discussion</td>
<td>5</td>
<td>Part B: Response in Macedonian</td>
</tr>
<tr>
<td>Three- to four-minute role-play.</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to written texts.</td>
<td>5</td>
<td>Listening and responding</td>
<td>10</td>
<td>Part A: Response in English</td>
</tr>
<tr>
<td>250–300-word informative, persuasive or evaluative written piece.</td>
<td>10</td>
<td>Part B: Response in Macedonian</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Three- to four-minute interview.</td>
<td>10</td>
<td>Writing</td>
<td>7.5</td>
<td></td>
</tr>
<tr>
<td>Overall contribution of school-assessed coursework and end-of-year examinations</td>
<td>%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>----</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral</td>
<td>32.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to spoken texts</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to written texts</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>27.5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Advice for teachers

DEVELOPING A COURSE
A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 35.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

METHODS
Any communicative teaching method or combination of methods which allows students to demonstrate achievement of the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students’ preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

STRUCTURE AND ORGANISATION
The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.
USE OF INFORMATION TECHNOLOGY

In designing courses and developing learning activities for Macedonian, teachers are encouraged to make use of applications of information technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web.

EXAMPLE OUTLINES

The example outlines which follow are not intended to represent fully worked courses, but illustrate one way of integrating areas of study, outcomes, learning activities and assessment tasks. They include suggested sub-topics for the detailed study, and an example of how VET and VCE outcomes and assessment tasks can be aligned. The examples that make use of information technology are identified by this icon.

Unit 1

Theme
The individual

Topic
Education and aspirations

Grammar
Noun and adjective agreement, personal pronouns, double form pronouns, verbal adjective and verbs

Text types
List, course outline, interview, report, job advertisement, job application, résumé

Examples of learning activities
from a list of occupations write down and explain your personal preferences
prepare a set of questions to interview a professional about his/her priorities in career selection
using Macedonianlinx enquire about courses at an educational institution in Macedonia and report to the class
read text on the changing needs of industry in Australia and complete short-answer questions
read advertisements in newspapers and write a short letter of application and résumé

Example assessment tasks

Outcome 1: Establish and maintain a spoken or written exchange related to personal areas of experience.
Take part in a conversation about your future career aspirations.

Outcome 2: Listen to, read and obtain information from written and spoken texts.
Listen to a talk given by a careers advisor and complete notes.
### Unit 1

**Theme**  
The Macedonian-speaking communities

**Topic**  
Culture and traditions

**Grammar**  
I, E, A, group verbs/conjugation and *yba* – infinitive verbs, formal and informal registers

**Text types**  
Dialogue, short story, video, invitation, song, program

**Examples of learning activities**

- watch videos of contemporary weddings in both Macedonia and Australia and discuss similarities and differences
- write an article on the similarities and differences between weddings in Australia and Macedonia
- complete dialogues for a sketch about a wedding in Australia
- complete a wedding invitation and program including four different wedding customs
- read a short story on a marriage that took place in the early 1900s and answer questions

### Example assessment tasks

**Outcome 3:** Produce a personal response to a text focusing on real or imaginary experience.  
Listen to three wedding songs and write a review in which you explain why, in your view, they are a useful source of cultural information.

**Outcome 2:** Listen to, read and obtain information from written and spoken texts.  
Read articles on aspects of traditional Macedonian ceremonies and complete a chart.
Unit 2

Theme
The Macedonian-speaking communities

Topic
Culture and traditions

Grammar
Verb forms, sentence types and prepositions

Text types
Proverb, narrative account, discussion, personal profile, folk tale, article

Examples of learning activities
- write a short profile of a prominent Macedonian writer focusing on his/her life and works
- read and discuss Macedonian proverbs
- list some common proverbs and explain the moral in each one
- read two short folk tales and complete short-answer questions
- as a class activity read a folk tale, e.g. Силган штркот, and discuss the moral of the story
- choose and translate a story from a collection, e.g. 19th Century Macedonian Collection
- retell key elements of a short story in a class presentation

Example assessment tasks

Outcome 1: Participate in a written or spoken exchange related to making arrangements and completing transactions.
Role-play the purchase of tickets for a cultural activity and arrange for payment and collection of the tickets.

Outcome 2: Listen to, read, and extract and use information and ideas from written and spoken texts.
Read a Macedonian folk tale and summarise the story and its moral.
### Unit 2

#### Theme
The changing world

#### Topic
Social issues

#### Grammar
Sentence types

#### Text types
Journal entry, interview, article, report, discussion

#### Examples of learning activities
- **write a journal entry from the perspective of a refugee child, using factual information and dates from articles read in class**
- **invite a guest speaker to talk about their experience of settling in Australia; prepare questions, take notes and write an article for a school magazine**
- **research different refugee groups who have recently come to Australia and write a report on the experiences of one of these groups; present the report to the class using the Internet, research and find articles on refugees in Macedonia; summarise key points**
- **as a class, discuss what the refugee situation in Macedonia demonstrates about the concept of humanitarianism**

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### Example assessment task

| Outcome 3: Give expression to real or imaginary experience in written or spoken form. | Write a journal entry focusing on an experience related to settling into a new situation or context. |
Unit 2

Theme
The Macedonian-speaking communities

Topic
Migration

Grammar
Mood, voice, active and passive, impersonal verbs, adverbs

Text types
Article, song, note, sketch

Examples of learning activities
- read extracts on Печалбарство and customs associated with journeys and leaving home, and make notes
- write a note or a message to a loved one who has recently left home
- listen to songs and read articles about Печалбарски and complete short-answer questions
- find an example of a contemporary Печалбарска song, transcribe the words and present it to the class

Example assessment task

Outcome 2: Listen to, read, and extract and use information and ideas from written and spoken texts.

Listen to an extract from a play, e.g. Печалбари by Anton Panov, and write a summary of the main events.
Unit 3

Theme
The Macedonian-speaking communities

Topic
Lifestyles

Grammar
Articles, gender, noun adjectives

Text types
Song, interview, table, article

Examples of learning activities

- listen to interviews with, e.g., a Macedonian grandmother, a working mother and a Macedonian professional woman; complete a table outlining the issues raised
- listen to a folk song about 'ena borec and a contemporary Macedonian song about issues facing women; transcribe the words to the songs and summarise the different views presented
- read articles, complete short-answer questions and use the information to write a report on the contribution of Macedonian women, past and present, to women’s rights
- present a report about the contribution of a prominent Macedonian woman

Example assessment tasks

Outcome 1: Express ideas through the production of original texts.
A 250-word personal or imaginative written piece.
Imagine it is the year 1901. Write a journal entry about a typical day in your life.

Outcome 3: Exchange information, opinions and experiences.
A three- to four-minute role-play, focusing on the resolution of an issue.
Take part in a role-play in which you aim to persuade a friend that traditional songs have just as much to say about women’s roles as modern ones.
Unit 4

Theme
The Macedonian-speaking communities

Topic
Arts, literature and the media

Grammar
Adverbs-comparison, direct and indirect speech, nouns-vocative and diminutive

Text types
Film, review, report, article

Examples of learning activities

watch a film, e.g. Before the Rain, and answer questions
summarise the main events of a film studied as a timeline
read an article about a prominent artist and discuss the significance of their work
write a report about a prominent Macedonian film-maker and his/her achievements
watch a film, e.g. Before the Rain, and write a review focusing on the role the music plays in enhancing the overall mood

Example assessment task

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture of the Macedonian-speaking communities.

A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.

Write a 250–300-word review of a film studied, focusing on the major theme and its significance for young people today.
Unit 4

Theme
The changing world

Topic
Our natural world

Grammar
Compound words, nouns and adjectives, semantics – derivation of new words

Text types
Letter, article, script, song, email

Examples of learning activities
- read articles and listen to songs on јурѓовденски празнувања, and answer questions using MacedonianLink and current Macedonian newspapers/magazines finding articles about ecological problems in Macedonia and make notes
- write the script of a segment for a radio or television program regarding an environmental issue in Macedonia or Australia
- read a letter to the editor and write a response incorporating your solutions to the ecological issues raised
- send an email to Молика requesting an update of their latest environmental activities

Example assessment task

Outcome 1: Analyse and use information from written texts.
A response to specific questions, messages or instructions, extracting and using information requested.

Read articles about the impact of environmental degradation in Macedonia and use the information to write a script for a speech on the need for urgent action to be taken.
SUGGESTED SUB-TOPICS FOR DETAILED STUDY

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

**Theme: The individual**

**Topic: Personal identity**

Possible sub-topics for detailed study:
- Values that are important to me.
- Language, culture and identity.

**Theme: The individual**

**Topic: Relationships**

Possible sub-topics for detailed study:
- The changing nature of family.
- The importance of the extended family.

**Theme: The Macedonian-speaking communities**

**Topic: Lifestyles**

Possible sub-topics for detailed study:
- Macedonian culture and lifestyle, yesterday and today.
- Lifestyle in contemporary Macedonian/Australian communities.
- Parents and their influence on their children’s lifestyles.

**Theme: The Macedonian-speaking communities**

**Topic: Culture and traditions**

Possible sub-topic for detailed study:
- Customs, rituals and festivals; their origin and importance in Australia today.

**Theme: The Macedonian-speaking communities**

**Topic: Arts, literature and the media**

Possible sub-topics for detailed study:
- The development of literacy.
- A comparison of the works of two writers, e.g. Konstantin Miladinov and Kocho Racin.
- Contemporary poetry, e.g. Radovan Pavlovski and the annual Struga Poetry Festival.

**Theme: The Macedonian-speaking communities**

**Topic: Migration**

Possible sub-topics for detailed study:
- The impact of migration on family, culture and identity.
- Oral histories of early Печалбари to Australia.
**Theme: The changing world**
Topic: Social issues
Possible sub-topics for detailed study:
• Challenges facing young people.

**Theme: The changing world**
Topic: Our natural world
Possible sub-topics for detailed study:
• The impact of Green Activism in the Former Yugoslav Republic of Macedonia and Australia.

**Theme: The changing world**
Topic: Current affairs
Possible sub-topics for detailed study:
• The development of the democratic process in the Former Yugoslav Republic of Macedonia.
• A comparison of the Macedonian and Australian parliamentary systems.

**EXAMPLE OUTLINE OF ASSESSMENT TASKS INCORPORATING BOTH VET AND VCE OUTCOMES**

The outline below is an example of how all the VET outcomes required for the National TAFE Language Course, Module 2B (Certificate 3 Applied Languages), can be aligned with VCE outcomes and assessment tasks for Units 2, 3 and 4.

<table>
<thead>
<tr>
<th>VET Outcome 3:</th>
<th>Enquire about courses at an educational institution.</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td></td>
</tr>
<tr>
<td>VET Outcome 4:</td>
<td>Enquire about housing at an educational institution.</td>
</tr>
<tr>
<td>VCE Unit 2 Outcome 1:</td>
<td>Formal letter.</td>
</tr>
<tr>
<td>Assessment task:</td>
<td>You are thinking of applying to do a training course at a college in a Macedonian-speaking community. Write a formal letter to the overseas education officer enquiring about types, costs, length and entry into courses related to your area of interest. Enquire also about the types, cost and availability of accommodation on the campus.</td>
</tr>
<tr>
<td>VET Outcome 1:</td>
<td>Seek medical attention at a hospital/surgery/chemist and (1.1, 1.2, 1.3, 1.4)</td>
</tr>
<tr>
<td>VET Outcome 6:</td>
<td>Write a thank-you letter/thank someone over the phone (6.1, 6.2, 6.3)</td>
</tr>
</tbody>
</table>

VET Unit 2 Outcome 2: Read written texts and reorganise the information and ideas in a different text type.

**Assessment task:** A message has been left for you explaining that a guest due to arrive at the hotel where you work has been taken ill in transit. Ring the local doctor and describe the condition of the patient, symptoms, and the information you have about their medical history. Seek advice on the best action to take and thank them for their assistance.

**VET Outcomes 11 and 12:** Describe personality of people. Exchange information about the area where you live.

VCE Unit 2 Outcome 2: Listen to spoken texts and reorganise information and ideas in a different text type.

**Assessment task:** Listen to the interview conducted by the students’ association and write a report to be published in the students’ magazine as advice for students intending to study overseas. Based on the information they provide, include details of the pros and cons of sharing accommodation, and the main things to look for in good accommodation.

| VET Outcome 1: | Seek medical attention at a hospital/surgery/chemist and (1.4, 1.5, 1.6, 1.7, 1.8). |
| VET Outcome 8: | Hold a short conversation with one or more persons. |

VCE Unit 3 Outcome 3: Three- to four-minute role-play focusing on the resolution of an issue.

**Assessment task:** A member of the tour group has been experiencing serious headaches and you have made an appointment with the local doctor. Assist your client to fill in the form provided. Explain their symptoms. Clarify the dosage and any side effects of the medicine prescribed for them. Ask politely about the possibilities of obtaining a second opinion.
### Advice for Teachers

| VET Outcome 5: | Demonstrate basic knowledge of the education system in a Macedonian-speaking community. |
| VET Outcome 9: | Write a short dialogue or passage. |
| VCE Unit 3 Outcome 1: | 250-word personal piece. |

**Assessment task:** You have recently returned from an exchange visit to a Macedonian-speaking community. Write an article for your school magazine focusing on your experiences of the school system in a Macedonian-speaking community. Describe your views of the structure, philosophy and attitude to school, the subjects offered, level of achievement attained and aspects of the school culture, such as discipline, uniform, staff, and student relations.

| VET Outcome 7: | Comprehend a simple, short conversation between two native speakers. |
| VCE Unit 3 Outcome 2: | Analyse and use information from spoken texts. |

**Assessment task:** Listen to the radio interview on changing attitudes to education in a Macedonian-speaking community. Using the information provided, write a comparison between the situation for school leavers in Australia and a Macedonian-speaking community.

| VET Outcome 2: | Demonstrate basic knowledge of medical practices and sickness in a Macedonian-speaking community. |
| VET Outcome 10: | Read a short dialogue or passage. |
| VCE Unit 4 Outcome 1: | Analyse and use information from written texts. |

**Assessment task:** Read the two articles related to health provision in a Macedonian-speaking community. Using the information provided, write an article for a travel magazine outlining the major features of health provision in a Macedonian-speaking community, and provide key advice for potential tourists.
**Detailed study**

VET Outcome 13: Demonstrate basic knowledge of politics and government in a Macedonian-speaking community.

VET Outcomes 14, 15: Develop some specialised language and cultural knowledge.

VCE Unit 4 Outcome 2: 250–300-word informative piece.

VCE Unit 4 Outcome 2: Three- to four-minute interview on an issue related to texts studied.

Assessment tasks: Write an informative article in which you outline the political figures currently prominent in a Macedonian-speaking community, and one or two recent issues or events. There can only be real economic progress if the populace learns to look after itself, rather than relying on the state. Discuss this issue in a three- to four-minute interview.

**SUMMARY OF OUTCOMES: MODULE 2B OF THE NATIONAL TAFE LANGUAGE COURSE (CERTIFICATE III, APPLIED LANGUAGES)**

1. Seek medical attention at hospital/surgery/chemist.
2. Demonstrate basic knowledge of medical practices, health and sickness in C2.
3. Enquire about courses at an educational institution.
4. Enquire about housing at an educational institution.
5. Demonstrate basic knowledge of the educational system in C2.
6. Write a thank-you letter/thank someone over the phone.
7. Comprehend a simple short conversation between two native speakers.
8. Hold a short conversation with one or more persons.
9. Write a short dialogue, notes or messages or narrative passage.
10. Read a short dialogue or narrative passage.
11. Describe personality of people.
14. Develop some specialised cultural knowledge.
15. Develop some specialised language knowledge.
MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING
The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:
• Creates a sense of person/personality for the writer in the reader’s mind.
• Establishes a relationship/intimacy/empathy between the writer and the reader.
• Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
• Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
• Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
• May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:
• Manipulates the reader’s response to the piece to create the desired impression or response; visual and/or emotional appeal.
• Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
• Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
• Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
• May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing:
• Manipulates the reader’s emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
• Is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
• Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
• Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
• Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
• Often uses the second person for direct address and appeal.
• Sometimes employs direct speech and questions to intensify the relationship with the audience.
• May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.
Informative writing:
• Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
• Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of ‘friendly helper’ with the reader.
• Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
• Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
• Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
• Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:
• Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
• Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
• Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
• Often includes expressions of cause, consequence, opposition and concession.
MAIN CHARACTERISTICS OF COMMON TEXT TYPES
The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

<table>
<thead>
<tr>
<th>Text types</th>
<th>Identifiable features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement</td>
<td>Topic/product name; content (factual and persuasive information); register; style; layout.</td>
</tr>
<tr>
<td>Article (magazine)</td>
<td>Title; content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Article (newspaper)</td>
<td>Title; date; place; content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Brochure/leaflet</td>
<td>Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.</td>
</tr>
<tr>
<td>Guide (tourist)</td>
<td>Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.</td>
</tr>
<tr>
<td>Instruction/recipe</td>
<td>Title/topic; structure; content (equipment, method); register; style; layout.</td>
</tr>
<tr>
<td>Invitation</td>
<td>Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.</td>
</tr>
<tr>
<td>Journal entry</td>
<td>Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content; (information/reflection/evaluation); conclusion; register; style; layout.</td>
</tr>
<tr>
<td>Letter (business)</td>
<td>Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Letter/postcard (social): family, friend, acquaintance</td>
<td>Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Letter (to the editor)</td>
<td>Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.</td>
</tr>
<tr>
<td>Message/email</td>
<td>Date; salutation; body (content); farewell; signing off (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Profile</td>
<td>Title/heading; content (factual information); headings/sub-headings; register; style; layout.</td>
</tr>
<tr>
<td>Report (factual)</td>
<td>Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Report (newspaper)</td>
<td>Title; date; place; content; byline (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Report (supporting recommendations)</td>
<td>Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Résumé</td>
<td>Title; content (factual information); register; style; layout.</td>
</tr>
<tr>
<td>Review/critique</td>
<td>Topic; structure; content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Script (speech, report, sketch)</td>
<td>Title/topic; structure; content; register; style; layout.</td>
</tr>
<tr>
<td>Story, short story</td>
<td>Title/topic; structure; content; author (fictional name); register; style; layout.</td>
</tr>
</tbody>
</table>
SUITABLE RESOURCES
Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

BOOKS

Dictionaries
Македонски/Англиски, Англиски/Македонски Речник, Топер, Скопје 2000
Црвенковски Д. & Грунич Македонски/Англиски Речник, Наша Книга Скопје, 1983.

Grammar

JOURNALS AND PERIODICALS
Денес
Австралиски Македонски Неделник
Нова Македонија
Вечер
Дневник
Утрински весник
Македонско сонце
Пупс
Македонија Илюстрирани списание

FILMS, VIDEOS AND TELEVISION

Before the Rain Milcho Manchevski (video) 1994
Среќна нова 1949 година (филм, видео)
Црно Семе Кирил Ценевски, Вардар Филм, Скопје 1972
Македонски Народни Приказни, Македонска Телевизија
Министерство за култура и телевизија, Република Македонија
Документарни емисии од Македонска Телевизија
Channel 31 Macedonian weekly programme Melbourne
SBS Radio Macedonian Program

WEBSITES
Macedonianlinx – www.mtvu.vic.edu.au
www.geocities/capitolHill/Lobby/3298/links.html
www.SSEES.AC.UK/Macedon.HTM
Subscribe/MAK-NEWS/CNS

MAKNET
Victorian School of Languages, Teaching Macedonian with the Internet Guide, 2000, Melbourne.
CD Rom Macedonian Encyclopaedia Скопје 1999

THE INDIVIDUAL
Personal Identity

BOOKS

Macedonian Course Book 1 & 2 Units 1 & 2, 3 & 4, Macedonian Teachers Association of Victoria Inc., Melbourne, 2002.
Victorian School of Languages, Конгрески сок, 1997, Melbourne.
Марпийа, and other selected youth literature by Горян Петревски, Детска Радост Скопје 1999.
Advice for Teachers

Languages Other Than English: Macedonian

VCE Study Design

Languages Other Than English: Macedonian

Relationships

Books

‘Family’ chapter in Macedonian Course Book 1 & 2 Units 1 & 2, Macedonian Teachers Association of Victoria Inc., Melbourne, 2002.


Education and aspirations

Books

‘Careers’ chapter in Macedonian Course Book 1 & 2 Units 1 & 2, Macedonian Teachers Association of Victoria Inc., Melbourne, 2002.

Guest speakers from different professionals within the Macedonian Community.

The Macedonian Speaking Communities

Lifestyles

Books


Петре Андреевски, Небеска Тимјанова, 1988, Наша Книга Скопје.

Иван Точко, Божата в Macedonian Course Book 3 & 4 Units 3 & 4, Macedonian Teachers Association of Victoria Inc., Melbourne, 2002.


Culture and traditions

Books

‘Celebrations’ (weddings) and ‘Belief Systems’ chapters in Macedonian Course Book 1 & 2 Units 1 & 2, Macedonian Teachers Association of Victoria Inc., Melbourne, 2002.

Jim Thomev, Small Tales, Great Wisdom, Black on White publishing, Vic, 1999.

Миладиновци Димитриjа и Константин, Зборник на народни језни (Collection of folk songs) Скопје, Македонска книга, 1983.

Faye Thomev, 20th Century Folk Tales.


Arts, literature and the media

Film

Before the Rain (1994)

Крвава Свадба

Macedonian Documentary Film Series, Skopje, Ohrid, Macedonia, Tourist Information, Skopje 1999.

Books

‘Film’ and ‘Writers’ chapters in Macedonian Course Book 1 & 2 Units 1 & 2 and Course Book 3 & 4 Units 3 & 4, Macedonian Teachers Association of Victoria Inc., Melbourne, 2000.

Drugovac, M 1975, Macedonian Literature from Misirkov to Racin, Skopje, Прoветно Дело.

Selected extracts and poems from Македониjа во срце йе носам, 1980.

Петре М. Андреевски, Пирj Скопје Мисла, 1960.

Илиоски В. Беjлка Мисла Нaща Книга Културa, 1986.


Кочо Рацин, Бели Муѓери.

Крстe Петков Мисirkов, За Македониските Рабочи.

Прличев Г. Сердаров Скопје, Мисла, 1980.


Migration

Books


Крle Р. Паoиje se oшeйnачка Нaща Kнига, 1986.


Блаже Конески Текoштo во Песни и Пoеми, Скопјe.

Australian Macedonian Migration Poetry by Grigor Prlichev Society, Sydney.

THE CHANGING WORLD

Social issues

BOOKS


Our natural world

BOOKS


WEBSITE

Macedonianlinx – www.mtav.vic.edu.au

JOURNALS AND PERIODICALS

Macedonian newspapers

Current affairs

WEBSITE

Macedonianlinx – www.mtav.vic.edu.au

BOOK