



2013

Languages: Bosnian GA 3: Examination

Oral component

GENERAL COMMENTS

Many students performed well on the 2013 Bosnian oral examination.

Students are reminded that they should focus on the main ideas they wish to discuss, providing opinions and well-thought-out arguments. Students should use more complex sentence structures in both sections of the examination, including vocabulary that is appropriate to the situation.

An outline of the Detailed Study that forms the basis of the Discussion section of the oral examination can be found on page 23 of the *VCE Bosnian Study Design*. Students should read the outline and the requirements of the Detailed Study and follow the advice given as this may assist them in finding appropriate information, ideas and interesting aspects of the topic they have chosen to investigate. Full details of the structure of the oral examination are given on page 30 of the study design.

Students should practise the pronunciation of the Bosnian language as much as possible. It may be beneficial for students to complete grammar exercises to master the use of cases, conjugations of verbs, phrasal verbs and prepositions.

Areas of strength

- preparation for the examination
- the ability to initiate and maintain the conversation
- very strong arguments
- impeccable polite form
- conduct during the presentation of their topic
- the use of idioms
- the use of different media and sources to obtain a range of information
- evidence of students having interviewed other relevant community members to obtain secondary data

Areas of weakness

- richness of vocabulary
- pronunciation
- lack of research into Detailed Study topics
- limited range of information
- grammar
- sentence order
- reliance on rote-learned language and anglicisms
- a limited range of ideas and opinions

SPECIFIC INFORMATION

Section 1 – Conversation

In the Conversation section, students participated in a conversation with assessors about their personal world, including topics such as their school, family, aspirations and interests.

Students showed a great commitment to their study of the Bosnian language. The presentations were given with spontaneity, and students presented opinions in a strong and firm voice. They add relevant details and clarifying reasons where necessary.

It appeared that a small number of students did not prepare adequately as they presented a limited range of information. While they delivered a satisfactory amount of information, these students used very short sentences and assessors were required to support them from time to time in order to keep the conversation going.



Section 2 – Discussion

In the Discussion section, students presented their chosen Detailed Study topic in depth. One chosen topic was Bosnian–Herzegovinian Identity through Tradition and Art, and the most popular sub-topics of this area were famous people or places, ballads, traditional music and its performers, influences of the oriental tradition in the architecture of Bosnian cities, cultural festivals, tourist attractions, cinematography and music.

Some students demonstrated excellent knowledge of their chosen topic. They had researched their topic thoroughly and showed maturity in their approach. Consequently, they provided a wide range of information, elaborated on and balanced different opinions effectively, delivering a high-quality presentation.

However, some students were unprepared and failed to discuss their chosen Detailed Study topic in sufficient depth, offering a limited range of information using basic language.

Students are reminded that they may support the Discussion with objects such as photographs, diagrams, artefacts and maps. Notes and cue cards are not permitted.