



## Oral component

### GENERAL COMMENTS

Overall, students demonstrated a good level of communication skills in Bosnian. Weaker students sometimes struggled to maintain the conversation flow and needed frequent prompting by assessors. However, it was pleasing to see many students who were able to go beyond standard responses and offer their opinions rather than just retell a story.

Some students appeared nervous at the beginning of the examination and found it challenging. However, after the first minute of conversation, most of their conversations flowed well and these students connected well with the assessors.

Areas of strength included:

- a wide range of vocabulary
- the ability to support ideas with examples
- responding confidently with short sentences.

Areas of weakness included:

- a limited range of ideas and opinions
- topics that were not researched in detail
- incorrect case endings
- inability with complex sentences
- use of English words and expressions.

### SPECIFIC INFORMATION

#### Section 1 – Conversation

In this section most students were well prepared. Initially, some of them were nervous; however, they managed to connect with the assessors easily. Most students spoke confidently about familiar topics such as life, school, friends, sports, hobbies, employment, entertainment and future aspirations. Students should be reminded not to give their names or school details.

The language used by students was appropriate, with correct pronunciation and register. Students were expected to know the difference between 'vi' and 'ti' forms and most did this well.

#### Section 2 – Discussion

In the Discussion, students were able to introduce themselves, the sub-topic they had studied in class and, later, discuss the resources that were used. The most popular topics were cinematography (for example, *Kod amidze Idriza* and *Grbavica*) and historical and geographical views of Bosnia and Herzegovina and its cities. A popular cultural event was the 14th Winter Olympic Games, and the most popular cities were Sarajevo, Mostar, Srebrenica and Bihac.

Students who brought objects to support the Discussion appeared to be well prepared and their responses addressed all criteria. Students are reminded that objects can include photographs, diagrams and maps, but anything brought into the examination to support Section 2 must have only 'minimal' language on it. A small number of students relied on rote-learned language and showed a limited range of information; for example, wanting to simply retell the story of a film. A small number of students did not explore their topic fully and struggled to maintain the discussion for the required duration.