



2011 Languages: Bosnian GA 3: Examination

Oral component

GENERAL COMMENTS

Students generally performed well on the 2011 oral examination, but some students were stronger in Conversation part of the examination than in the Discussion.

Students should choose their photographs and supportive arguments used in the Discussion carefully, as some students did not offer sufficient explanation as to why they chose particular images. Students should be able to discuss their chosen Detailed Study topic in depth. However, when choosing their topic, students should also be aware of the availability of data and appropriate resources. Students are reminded that they may support the Discussion with objects such as photographs, diagrams and maps. (Notes and cue cards are not permitted.) Full details of the structure of the oral examination are given on page 30 of the *VCE Bosnian Study Design*.

Strengths

- clear pronunciation
- the ability to maintain the conversation
- the use of a very good range of vocabulary
- good sentence structure
- creativity in supporting their reasoning
- appropriate use of grammar
- appropriate choice of relevant details
- the use of a variety of sources
- detailed research
- effective repair strategies
- appropriate facial expression and gesture
- an in-depth understanding of the topic

Weaknesses

- a limited range of ideas and opinions
- an inability to justify opinions
- a lack of research into Detailed Study topics
- a tendency to rely on rote-learned language and anglicisms
- a narrow range of structures and vocabulary
- a limited range of information
- repetition

SPECIFIC INFORMATION

Section 1 – Conversation

Generally, students were well prepared for the oral examination, in particular when discussing their personal experiences and school aspirations. They talked confidently about themselves, their families, their experiences of migrating to Australia and travelling to Bosnia and Herzegovina. There were strong opinions about aspirations and plans for the future.

Popular pastime topics included music, sport, Internet connections with relatives, leisure time and work, and many students were able to express their views using correct grammar and appropriate vocabulary. However, a few students used some English expressions, or translated phrases literally, which resulted in a different meaning.

Section 2 – Discussion

One topic chosen was Bosnian-Herzegovinian Identity Through Tradition and Art, and the most popular sub-topics were famous people or places, poetry and ballads, traditional music and its performers, influences of the oriental tradition in the architecture of Bosnian cities, cultural festivals, pyramids and other tourist attractions, cinematography

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and music. The majority of students introduced their topic for discussion and stated where they obtained their resources, citing, for example, the Internet, films, magazines, talking to parents or teachers, DVDs and books. Once again, a range of topics was presented.

Many students engaged in a meaningful discussion with the assessors for the required amount of time (seven minutes), and it was pleasing to see that some students had prepared enough information for a much longer discussion.

A few students brought objects such as photographs, artefacts and maps to support the Discussion and students found these useful. Some students put a great deal of effort into finding relevant data and creating a discussion that was of a very high quality in all areas, including vocabulary, precise data, register and the ability to engage the assessors. However, when discussing historical events or films, some students simply told a sequence of events and were not able to offer their own opinion.

It is recommended that students focus on the main ideas they wish to discuss, providing opinions and well thought-out arguments. In some cases the information provided was the result of the very detailed research, sequenced in a very logical order and supported by strong and varied arguments.