



2010

LOTE: Croatian GA 3: Examination

Oral component

GENERAL COMMENTS

Students were generally well prepared for the 2010 oral examination and were able to communicate fluently in Croatian.

Areas of strength included:

- understanding of the topics presented
- excellent range of information
- ability to support ideas with visual evidence
- accurate grammar, structures and expressions
- thorough preparation.

Areas of weakness included:

- limited ability to advance the exchange
- limited range of information provided
- the need for support from assessors
- limited range of structures and vocabulary, incorrect case endings in grammar
- insufficient preparation by some students.

Section 1 – Conversation

This section of the examination assessed students' ability to communicate on a range of general topics such as the students' personal world, including family, home life, friends, school, aspirations, interests, and leisure time. This was an area of strength for most students. Most students understood the requests for information well and responded readily, presenting detailed and adequate responses.

It is important that students know the difference between formal and informal settings and the appropriate language to use in these settings. Students used a wide range of vocabulary and the grammar was, in most cases, correct. Some students used a narrower range of grammatical structures and vocabulary. The most frequent mistakes included case and tense endings and occasional anglicisms.

Most students were able to advance the conversation with minimal support. Students are encouraged to participate more in group and pair work to develop better speaking and listening skills. Students should be further encouraged to use the language for a variety of purposes.

Section 2 – Discussion

Most students were well prepared for this section of the examination and were able to convey a high quality of information about their chosen Detailed Study. Topics presented included Croatian national parks, Croatian legends, Croatian films and Croatian entertainment festivals, each of which was sufficiently broad to accommodate a large number of sub-topics. Students were generally enthusiastic about their topic and able to utilise information suitable for discussion. It was evident that high-performing students had referred to a broad range of resources in preparation for the Detailed Study, including handouts, books, DVDs, Internet resources and email exchanges with the festival directors.

Well-prepared students spoke well and without hesitation. Some students used objects to support their explanation of what they had learnt. They were able to form their own opinion about the topics they discussed, agreeing or disagreeing with major sources, yet also able to explain their reasoning.

Students who drew their knowledge only from one source struggled to explain their points of view. The study design recommends at least three different kinds of texts as the basis for this section. Students are encouraged to read more and practise their presentation in front of a familiar audience.

2010 Assessment Report



Although most students demonstrated a high level of language skills, there were more grammatical errors in this part of the examination due to unfamiliar vocabulary associated with the topics. Common errors included incorrect case endings, occasional anglicisms and pronunciation difficulties.