



## **Oral component**

On the whole, students were very well prepared for the oral examination and demonstrated a high level of proficiency in the language.

### **GENERAL COMMENTS**

Areas of strength included:

- very good preparation
- capacity to research various resources for additional information
- ability to support ideas with visual evidence
- capacity to communicate on a variety of subject matters
- wide-ranging vocabulary
- accurate grammar, structures and expressions
- generally very good pronunciation, intonation and tempo.

Areas of weakness included:

- insufficient preparation by some students
- limited range of information provided
- the need for support from assessors
- limited range of vocabulary
- incorrect case endings
- inaccurate tenses.

### **SPECIFIC INFORMATION**

#### **Section 1 – Conversation**

The Conversation part of the examination assessed the students' ability to communicate on a range of general topics relating to aspects of students' personal worlds: family, home life, friends, school, career aspirations, interest, leisure time and Croatian culture. The majority of students demonstrated a high level of proficiency in the language, enabling them to respond accurately and promptly to a variety of questions.

A familiarity with everyday vocabulary and expressions, as well as with grammar rules, helped students to perform with confidence and linguistic accuracy.

Students who felt unsure of what they were asked sought clarification from assessors. In most instances students were able to continue well and expressed their opinion with a good amount of detail. However, some students with limited vocabulary were unable to deliver satisfactory and relevant responses. It is important to remember that preparation is the basis for productive and meaningful communication, and students should aim to extend their vocabulary while preparing for the oral exam.

Most students maintained the verbal exchange with assessors easily and were able to carry the conversation forward with minimal support. The majority of students demonstrated good repair strategies and were able to correct their mistakes quickly. However, students need to be encouraged to expand on their responses and not always wait for assessors' questions. Students should be further encouraged to use the language for a variety of purposes.

The most common errors in the Conversation included cases and tense endings.

## **Section 2 – Discussion**

The majority of students were very well prepared for the Discussion and were able to convey high-quality information about their chosen topic. The quality of some performances was enhanced with well-prepared visual material, which ensured students were focused on the topic and provided direction when presenting their responses.

Well-prepared students spoke confidently, interacting well with assessors and moving the conversation forward with original input. These students were able to form their own opinion about the topics they discussed, agreeing or disagreeing with major sources. Most high-scoring students were able to self-correct. A very small number of students were not prepared for the discussion of their Detailed Study topic and were not able to engage in a comprehensive exchange of opinions with assessors. These students also made grammar and vocabulary mistakes.

The chosen topic for the Detailed Study should not be too broad. A few students lacked focus: their presentations were not well structured and they struggled to find the appropriate vocabulary to convey their thoughts. It is important to remember that merely giving a report on a chosen topic is not adequate; the Detailed Study needs to prepare students for a discussion, not a recitation. While students generally used an excellent range of vocabulary and sentence structures, students are reminded that building vocabulary related to the Detailed Study should be part of their preparation for the oral examination.

Common mistakes included sporadic inaccurate words, errors with cases and tenses, occasional Anglicisms and pronunciation difficulties.

# 2011 Assessment Report

