

2021 VCE Bosnian written external assessment report

General comments

Students prepared well for the 2021 Bosnian written examination to answer questions on a wide range of subtopics related to the prescribed themes and topics from the study design. However, some students found some questions challenging. Students should familiarise themselves with a wide range of vocabulary and grammar structures to ensure they are equipped to understand and interpret stimulus texts related to many different subtopics.

Common grammar mistakes included:

- case in nouns, such as '*ja i moje familiju mi smo bili u ovaj kuću za ljetovanje*' instead of '*ja i moja familija mi smo bili u ovaj kući za ljetovanje*'
- comparison of adjectives, such as '*naj veći*' instead of '*najveći*'
- prepositions, such as '*u Baščaršiju*' instead of '*na Baščaršiji*'.

Some students provided responses using rich vocabulary and the correct text types and styles of writing, such as a formal letter.

Specific information

Note: This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

Section 1: Listening and responding

Part A

Text 1

Question 1a.

Sample responses:

- The concert of *sevdalinka* songs is tomorrow.
- The performer is a famous singer from Bosnia.
- The singer has arranged traditional songs with a new melody and sings a variety of genres.

Question 1b.

Sample responses:

- Initially she did not want to go, as she does not like *sevdalinka* and has some other duties.
- She accepted a free ticket to the concert / Azra was convinced by Adi to go to the concert.

Text 2

Question 2a.

Any three of the following:

- They must be aged 12 to 14.
- They must bring a change of clothes.
- They must bring sandwiches.
- They must complete the training for handling tubing.

Question 2b.

- equipment (tubing)
- refreshments (warm beverage)

Text 3

Activities	Food
<ul style="list-style-type: none">• sightseeing (e.g. waterfalls / mills / water houses / visiting old Bosnian houses)• rafting	<ul style="list-style-type: none">• eating spinach pita under 'sač'• eating stuffed capsicums• sweets (<i>gurabije</i>, <i>hurmašice</i>)

Part B

Text 4

Question 4

- *Lamija trenira šest puta sedmično.* (Lamija trains six times a week.)
- *Lamija trči i diže tegove.* (Lamija runs and lifts weights.)
- *Lamija je uporna i ona voli judo.* (Lamija is persistent and she loves judo.)
- *Lamija ima podršku od roditelja, prijatelja i njenog trenera.* (Lamija is supported by her parents, friends and coach.)

Text 5

Question 5a.

- *Zajednički projekat dviju zemalja (BiH i Švajcarska).* (It is a joint project by two countries [Bosnia and Switzerland].)
- *Stručnjaci koji žive van zemlje (van BiH) mogu prisustvovati i prenijeti svoje znanje u Bosnu i Hercegovinu.* (Experts who are part of the diaspora [outside Bosnia] can attend and transfer knowledge to Bosnia and Herzegovina.)

Question 5b.

Any four of the following:

- *Upotpuniti nastavni program na Akademiji likovnih umjetnosti.* (To improve the existing curriculum at the Arts Academy.)
- *Uspostaviti novi Odjel (doktorske disertacije).* (To establish a new department [doctoral studies].)
- *Da prenese studentima svoje bogato znanje o ovim nadgrobnim monumentima.* (To pass on his own rich knowledge about the tombstones ['stecak'] to students.)
- *Da prenese drugima svoju pasiju i ljubav prema stećcima.* (To pass on the passion and love for the 'stecak' to students.)
- *Da podstakne studente da sami 'urone' u ovo nepresušno vrelo bosanskog identiteta.* (To encourage students to immerse themselves in this source of Bosnian identity.)

Text 6

Question 6

- *Na početku karijere Eline kreacije nisu bile poznate.* (At the beginning, Ela's creations were not well known.)
- *Dolazak turista koji je bio zadivljen Elinim kreacijama nakita.* (A tourist arrived and admired Ela's jewellery/creations.)
- *Ona dobiva veliku narudžbu iz inostranstva.* (She then received a big order from overseas.)
- *Eline kreacije/nakit su korištene u produkciji važnog filma. (Ela ime je na odjavnoj špici).* (Ela's creations/jewellery were used on an important movie. [Ela was given a credit at the end of the movie].)
- *Ela dobiva sve više porudžbina za njene kreacije.* (There was increased demand / more orders for her creations/jewellery.)

Section 2: Reading and responding

Part A

Text 7

Question 7a.

Four of the following:

- Adults cannot see what young people connect to.
- Due to digital technology, the new generation will not develop the ability to remember their own childhood.
- Online technologies have beaten writing and reading.
- This situation (that we do not have to remember anything) can have long-term consequences for the socialisation of children.
- Every moment is photographed and stored digitally, causing the special moments to lose value.

Question 7b.

Being aware of the impact of technology / being aware of the role and importance of technology.

Text 8

Question 8a.

- Several million years ago, tectonic changes caused the retraction of the Pannonian Sea from the region of Europe.
- This left a huge amount of rock salt and a great quantity of salt water underground.
- The salt water was extracted and then the lakes were made.

Question 8b.

- The lakes encourage tourism.
- The lakes relax the body and improve the general wellbeing of the people of the region.

Part B

Text 9

Question 9

Students were required to write a formal letter in Bosnian to BiH Housing Agents to complain about their family's stay at a rented house.

Text type: Letter

Kind of writing: Informative

Audience: The agency that advertised the house for rent

The students must link their complaints very clearly to the features of the house and the activities offered. They must write politely, but express their views strongly as they are writing on behalf of the whole family.

Suggested points students may have included in their response:

- The house was advertised in a very positive way, but the family did not have a good time.
- The house was run-down.
- The terrace did not have a view.
- The cooling system or the barbecue did not work properly.
- The fair was small and the music provided was very basic.

Section 3: Writing in Bosnian

Students were assessed on how well they could:

- demonstrate depth of treatment of information, ideas and/or opinions
- write text appropriate and relevant to context, purpose and audience
- structure and sequence information and ideas
- manipulate language structures and vocabulary in Bosnian.

Question 10

Text type: Email

Kind of writing: Personal

Audience: Young people

Suggested points students may have included:

- describe popular places and features related to lifestyle, and give an opinion of them
- emphasise the striking differences between Bosnian and Australian lifestyles. For example, Bosnians love winter sports, the snow and skiing, whereas people in Australia enjoy the beach and swimming.

Question 11

Text type: Reflective

Kind of writing: Article

Audience: Members of the school community who read the school newsletter

Suggested points students may have included:

- Students can reflect on the features of school life that were strong and ones that could have been improved. For example, perhaps the curriculum was very coherent, but there were too few opportunities to play sport and become an excellent athlete.
- Students can write about the school program and concentrate on the studies that were offered, or they can write about both the curriculum and extra-curricular activities.

Question 12

Text type: Imaginative

Kind of writing: Story

Audience: Parents, teachers and students who read the school newsletter

Whatever plot is written about, some features of the photograph must be woven into the story. The story must have a strong link to the photograph.

Suggested points students may have included:

- Students may choose one of the young people and imagine a story that focuses on that person as a character.
- They can write about the unknown building shown behind and what is happening there.
- The people waiting for the tram might get a big surprise!
- The students may write about what happens when the tram comes, and the person begins their journey.
- The story can be told as a first-person story (I ...) or a third person story (she/he ...).