2024 VCE Bosnian oral external assessment report

Refer to the [VCE Bosnian Study Design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/bosnian/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Bosnian.aspx) for full details on this study and how it is assessed.

Section 1: Conversation

What students did well

In the 2024 examination, students:

* engaged in a general conversation about their personal world, for example, school and home life, family and friends, interests and aspirations. Most students were confident in presenting themselves and talking about their nuclear and broad family and their aspirations, as well as explaining their choice of subjects and career options
* provided a range of relevant information, ideas and opinions with an appropriate depth
* clarified, elaborated on and defended ideas and opinions. Most students were poised and comfortable while advancing their communication and presenting their areas of interest in terms of places they visited, movies they saw, books they read, etc. Students expanded their descriptions with many details, for example, on how to reach their grandparents’ place, who were living remotely, or some would compare and analyse the lives of young people in Australia and Bosnia
* demonstrated an excellent level of understanding by responding readily and communicating confidently, and carrying the conversation forward with spontaneity. Most students presented a range of information and demonstrated capacity to advance the conversation; however, at times, assessors had to navigate to different questions in order to assess students’ true knowledge
* responded confidently and were able to advance the conversation, including the use of appropriate repair strategies as needed. The conversations ran smoothly most of the time. If students needed clarification for the question, they would use short questions to get the right meaning of the main question, creating a very light dialogue
* used appropriate vocabulary
* used appropriate grammar and sentence structures. Students used good grammar easily, as well as sophisticated vocabulary and sentence structures appropriate to the audience and environment
* used appropriate expression, including pronunciation, intonation, stress and tempo. Most students were familiar with correct pronunciation and were able to convey the message in various moods, using good intonation and tempo.

Areas for improvement

In preparation for the examination, students should:

* ensure adequate preparation for the conversation with relevance, depth and range of information, ideas and opinions. Some presentations needed broader vocabulary, with relevance and depth
* practise answering a range of questions to be able to advance the conversation. It would be beneficial to practise answering the questions that require short answers at first; to practise pronunciation, stress and tempo; and to build more complex sentences, which will consequently deliver more confidence and self-esteem
* build confidence through practising interactions in the language assessed. A small number of students spoke at a low volume while presenting, and therefore were asked to repeat their responses as it was hard to hear them
* practise pronunciation, intonation, stress and tempo. Some students used good pronunciation, but stress and tempo were influenced by English language. Some pronunciation of vowels and consonants were affected, too.

Section 2: Discussion

What students did well

In the 2024 examination, students:

* clearly introduced the focus of their subtopic chosen for their detailed study in less than one minute, alerting assessors to any objects brought to support the discussion of the subtopic
* Students presented their subtopic clearly with good pronunciation and intonation. This year they showed more interest in culture: books, movies, history, architecture and singer/songwriters as well as environmental issues. The subtopics included: climate change and consequences, an international soccer player of Bosnian provenience, several books, a movie, the 14th Winter Olympic Games in Sarajevo, the Clock Tower in Sarajevo, status of young people in Bosnia and Herzegovina, singer Dino Merlin and his influence on youth in Australia and Bosnia, the Bosnian pyramids, the Old Bridge in Mostar and the Tunnel of Salvation in Sarajevo. Students were more interested in strong subtopics and were facing them bravely, creatively showing skills in analysing, exploring, justifying, pointing, presenting, etc.
* Students used sources such as teachers’ materials, websites, online meetings, texts in English which they translated into Bosnian, and discussions with family members. Some students supported the presentation of their subtopics with posters that had relevant images.
* demonstrated in-depth knowledge of their subtopic. Students introduced in-depth knowledge with carefully chosen relevant vocabulary. Their body posture often showed that they were prepared for the assessor’s questions, and they kept presenting their subtopic until they were interrupted by a new question
* used the image to support the discussion on the subtopic. Some students were able to use cue-card images by moving them skilfully in their hands during the process of justifying their points. Their presentations included confident speaking, excellent pronunciation, intonation, stress and tempo
* engaged in a discussion using relevant information, ideas and opinions. Students approached subtopics with appropriate word choices; an example is the subtopic of Selimovic’s work, where the feelings of loneliness and fading life were used
* used appropriate vocabulary: For example, modern language was used to describe a movie, and narrative language was used in presenting the Olympic games, starting with the climate challenge, then adding plenty of sports terms and finishing with the positive effects that the games provided to the community. Good choices of words such as oslikava (reflect), istrošen (worn out), obeshrabren (dejected) and napušten (desolate) were used in some presentations
* used appropriate grammar and sentence structures
* used appropriate expression, including pronunciation, intonation, stress and tempo. Students showed a strong effort in building their story with relevant, rich and in-depth vocabulary. Students were careful to pronounce words properly with the right stress and intonation. There were some great vocal presentations.

Areas for improvement

In preparation for the examination, students should:

* choose an appropriate subtopic to suit ability and interests. This will support a well-prepared presentation. Dedicated studying, research and planning is also required
* prepare with an appropriate number of quality sources, such as a combination of aural and visual, as well as written texts, to explore the subtopic in sufficient depth. Coming well prepared to class, communicating and planning with the teacher, as well as reading aloud to someone are successful ways to prepare for the exam
* make reference to the sources or texts studied for the detailed study. References are usually presented at the start of the detailed study. Students should make an effort to search for more data and add to the variety of sources
* avoid listing facts without expressing a point of view, or presenting general knowledge as research
* convey information learnt from sources but also express an opinion with an original perspective on the subtopic. Students should be more prepared to give their own views, opinions and conclusions
* use the image to support the discussion on the subtopic. It is left to the student to decide on a poster with multiple images that support the discussion on the subtopic and enable that to elaborate on ideas, but wording is not allowed on the images
* avoid relying on pre-learned responses that do not address an assessor’s question. Pre-learned responses do not display students’ knowledge and should be avoided
* practise using repair strategies. Reading a written text aloud in Bosnian every day will help with preparation. Students can also practise listening and speaking with others in Bosnian, watch something on TV in Bosnian or listen to a Bosnian program
* revise grammar. Students should use the correct grammar rules to avoid making grammar mistakes. For example, students should use: Živu tu instead of Tu žive (They live there); Nikad ću zaboravit kultura instead of Neću nikad zaboraviti kulturu (I will never forget the culture); Fascinirana u tome instead of Time sam fascinirana (It is fascinating)
* build vocabulary specific to the subtopic selected for the detailed study
* practise pronunciation, intonation, stress and tempo. Good, timely preparation and practice in reading first, then in talking, will help students aim for a good result.