2022 VCE Croatian oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections – a conversation of approximately seven minutes, during which students conversed with the assessors about their personal world, and a discussion of approximately eight minutes.

In both sections, students were assessed in these areas:

* communication (the capacity to maintain and advance the exchange appropriately and effectively)
* content (relevance, breadth and depth of information, opinions and ideas in the conversation and their capacity to present information, ideas and opinions on their chosen subtopic in the discussion)
* language (the accuracy of their vocabulary and grammar, the range and appropriateness of their vocabulary and grammar, and the clarity of their expression).

Students who engaged in higher-scoring conversations and discussions:

* demonstrated an excellent level of understanding by responding readily and confidently, used highly effective repair strategies, and carried conversation forward with spontaneity
* presented an excellent range of information, opinions and ideas clearly and logically with highly relevant responses, were able to clarify, elaborate on and defend opinions and ideas very effectively, and demonstrated excellent preparation for the conversation and of their subtopic
* used sophisticated vocabulary and structures accurately and appropriately, and were able to self-correct
* used an excellent range of vocabulary, structures and expressions, and consistently used highly appropriate style and register
* had excellent pronunciation, intonation, stress and tempo.

In 2022, students prepared well and performed at a high level in both sections of the oral examination.

Section 1 – Conversation

Assessors engaged with each student in a general conversation about the student’s personal world, for example, school and home life, family and friends, interests and aspirations.

In 2022 students overall were well able to engage with assessors, demonstrating good use of Croatian language. Students who scored highly were able to offer opinions and elaborate on their experiences and aspirations.

Communication

Most students were able to maintain the exchange appropriately. They were able to connect with assessors and carry the conversation further, not just simply answer questions.

All students were able to communicate proficiently at near-fluent-speaker level. Their expression was clear, and their intonation, stress and tempo were consistent with standard Croatian.

Students communicated effectively and were easily understood, even when using inaccurate vocabulary or grammatical structures. There is room for improvement in the use of cases (accusative, locative, dative).

Content

Students who scored highly were able to engage with assessors effectively by answering higher-order questions. They were well prepared and able to clarify their ideas and opinions, demonstrating a good depth of knowledge. Some students demonstrated a lack of specific vocabulary about subjects studied at school, a question that is routinely asked by assessors.

Language

Overall, most students had good control of vocabulary, grammar and sentence structures necessary to the conversation. Students who scored highly used sophisticated vocabulary and were able to self-correct when needed.

Students spoke clearly, with appropriate tempo, stress and intonation. Students need to have a wide vocabulary to be able to discuss everyday-life events, such as school subjects, occupations and hobbies.

Section 2 – Discussion

Each student gave a one-minute introduction of their subtopic to their assessor, who then engaged the student in a discussion exploring their subtopic. Students also provided assessors with any objects, such as photographs, maps or diagrams, brought to support the discussion. The discussion was an opportunity to explore aspects of the language and culture of communities in which Croatian is spoken.

Students discussed their chosen subtopic and their supporting visual material, which had to be related to either the prescribed theme ‘The Croatian-speaking communities’ or the prescribed theme ‘The changing world’.

Students who scored highly were able to demonstrate an excellent level of information, ideas and opinions and were well prepared. However, many students chose a subtopic that relied heavily on family oral history, and provided a good amount of information but were unable to link the family history to the wider community or to the importance of emigration and its effects on Croatia or the diaspora.

Communication

Students who scored highly had the capacity to explore their subtopic, provide interesting ideas and opinions and make appropriate links with the visual material that they brought into the examination. Students interacted well with the assessors by answering questions, carrying the discussion forward and asking for clarifications.

While most students made small errors, all were able to be understood.

Some students did not have subject-specific vocabulary and were unable to answer higher-order questions.

Content

Students who scored highly provided an excellent range and depth of information and opinions on their chosen subtopic. They had prepared well and were able to clarify and defend opinions and ideas. Other students, however, were not so prepared. For example, they presented interesting information on their families’ migration and settlement in Australia but were unable to provide information beyond their family’s story to more broader contexts, such as linking it to trends of Croatian migration.

Language

Students spoke clearly with good pronunciation and appropriate intonation, stress and tempo, but were unable to elaborate or reflect on the information and did not present opinions.

Students who focused solely on their family’s history were unable to display complex vocabulary and structures; they did not go beyond using simple vocabulary and structures. They tended to rely on rote-learned language.

More information

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