

# 2020 VCE Bosnian oral examination report

## General comments

The oral examination assesses students' knowledge and skills in using spoken Bosnian. The examination has two sections – a Conversation of approximately 7 minutes, during which students converse with the assessors about their personal world, and a Discussion of approximately 8 minutes.

Following the Conversation, the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the discussion. Suitable objects include photographs, maps or diagrams and should include no text or very little text. The support material must have minimal writing, which includes only a heading, name or title.

The one-minute introduction should give assessors an indication of the area of discussion. The purpose is for students to briefly introduce their chosen sub-topic; it is not an opportunity for students to list all their information or texts.

The focus of the Discussion is to explore aspects of the language and culture of communities in which Bosnian is spoken, with the student being expected to make reference to the texts studied.

The choice of sub-topic for the Detailed Study is very important. It should be an engaging sub-topic that motivates students to become familiar with the content and vocabulary needed, and thus be more skilled to support and elaborate on information, ideas and opinions. It is important that students and teachers select materials for the Detailed Study carefully so that students are exposed to a variety of views. The type of texts used by students should vary in complexity and be in Bosnian so that students can become aware of key vocabulary related to their sub-topic. Students are reminded that they must be prepared to use language spontaneously in unrehearsed situations. Students should be able to draw on the texts they have studied and make links between the texts to support, expand on and explore opinions and ideas on the sub-topic and different aspects of the texts. Students should be able to relate this to the Bosnian-speaking community.

Students are not expected to be 'experts'; they are expected to have learnt strategies in order to respond to unexpected questions. It would be valuable for students to learn phrases such as, 'I have not studied this aspect of the sub-topic, but I think ...', 'I don't know, but I feel ...' and 'I am not sure about this question but I know ...'

It should be noted that during the oral examination:

- students may be asked a variety of questions with varying levels of difficulty. Questions may also be asked in a different order from the one students anticipate
- assessors may interrupt students to ask questions during either section of the examination; this should be regarded as a normal process in a discussion
- assessors may also repeat or rephrase questions
- normal variation in assessor body language is acceptable.

Three criteria are used in assessing both the Conversation and the Discussion: communication, content and language. Details of the assessment criteria and descriptors are published on the VCAA website. It is important that all teachers and students be familiar with the criteria and descriptors and that students use them as part of their examination preparation. This will help students to engage in a lively and interesting exchange with assessors. Although there are similarities between the assessment criteria for the Conversation and Discussion sections of the examination, the criteria assess two very different aspects of performance. Students who are well prepared are generally able to demonstrate their abilities and proficiency in the language.

Overall, students performed well in the 2020 Bosnian oral examination.

## Specific information

Students were able to quickly establish a rapport with the assessors and showcased their ability to engage in a Conversation or Discussion. They communicated relevant information and responded effectively to the requirements of the examination.

Many students spoke with confidence about their aspirations, intentions or views. They were able to talk about their personal life and elaborate on the theme of their chosen sub-topic.

## Section 1 – Conversation

Students who prepared well were able to communicate and advance the Conversation in a relaxed and spontaneous way and responded to the assessors with confidence.

Many students presented an excellent range of information, ideas and opinions. They were able to maintain and advance the Conversation when questioned by assessors, giving clarifications or defending their opinion.

A minority of students were hesitant in communicating their ideas and needed support to continue the Conversation.

Students demonstrated a good level of preparation, presenting a wide range of information and elaborating on ideas clearly and logically. Some students, however, had difficulty in clarifying their opinions and required support from the assessors to continue.

Many students demonstrated good control of vocabulary and sentence structure; some students, however, used only limited vocabulary, which caused them to misuse certain grammatical structures or lack clarity in their expressions.

Areas requiring attention included noun cases and agreement between adjectives and nouns (for example, instead of *2018e godinu*, the correct form is *2018e godine*; instead of *odličan iskustvo*, *odlično iskustvo* is correct).

Also, the influence of Anglicisms such as *u poslu sa parlamentom* instead of *diplomacija*, *počela high school* instead of *počela srednju školu* or *blizu srca* instead of *što mi je na srcu* was evident.

## Section 2 – Discussion

Many students were able to carry the Discussion forward with confidence and original input. Some demonstrated an exceptional variety of vocabulary, grammar and expressions. A few, however, were slow to respond and hesitated throughout the Discussion.

Some students supported the Discussion with posters containing images relevant to their sub-topic. Many were able to explain the images and justify why they had used them. Some students demonstrated a high level of effort in finding information and enriched their Discussion with fine details.

Some students demonstrated a high level of preparation, judging by the broad range of vocabulary they used. However, for some students the use of prepositions and paying more attention to the order of enclitics such as *ona **me** je dočkala* (instead of *ona je **me** dočkala*) would assist in clarity of expression.