2022 VCE Bosnian 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 7 minutes, during which students conversed with the assessors about their personal world, and a discussion of approximately 8 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 usually 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.

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.

Some students presented their personal world in a very inspiring way, providing interesting details and showing great passion in pursuing their interests or emotions when talking about their own family. The conversation was lively and occasionally spontaneous.

Conversations that scored highly presented a good range of relevant information and advanced well. These students listened carefully to the questions posed by the assessors and were able to elaborate by giving appropriate examples, and using sophisticated vocabulary and structures, such as modal constructions. However, some students lacked depth, presenting a limited range of information in their answers.

Students of all levels demonstrated very good pronunciation, intonation and stress.

Section 2 – Discussion

Each student gave a 1-minute introduction of their subtopic to their assessor, who then engages 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 Swedish is spoken.

The focus of the discussion is to explore aspects of the standard Bosnian 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 subtopic for the detailed study is very important. It should be an engaging topic that motivates students to become familiar with the content and vocabulary needed, and to 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 subtopic. 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 subtopic and different aspects of the texts. Students should be speaking the standard Bosnian language.

Students who had prepared well were able to provide, explain and expand on their opinions, moving the discussion forward confidently. They offered extra information and insights to clarify or elaborate on their ideas and opinions and had the vocabulary to do this effectively.

Students are reminded that practising how to use pronouns, especially enclitics and cases, will help with the accuracy of vocabulary and grammar.

More information

Refer to [Bosnian study design](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Bosnian.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.