

Written component

GENERAL COMMENTS

Students who sat the 2010 Bosnian examination demonstrated a good understanding of spoken and written Bosnian language. In Section A – Listening and responding, students were able to understand and correctly answer most of the questions. However, Sections B and C proved more challenging, and students need more practice and preparation for the written tasks.

Section 1 – Listening and Responding

Part A – Answer in English

Students were assessed against the following criterion.

- understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately

Text 1

Question 1a.

No, because (three of):

- the number of people is not appropriate
- the legal requirements put him off
- the apartment is only available for January
- the price is too high/too expensive.

Text 2

Question 2a.

Any four of:

- best actors
- simple, direct comedy
- humour and wit
- nominated for an Oscar
- your night will not be wasted.

Text 3

Question 3a.

- health: appropriate exercises
- improve the design of parks and schoolyards
- change bad habits
- motivate/educate parents

Question 3b.

Any six of the following were required for full marks.

Sport	Other physical activities
Strict rules	Whole body involvement
Very structured physical activities	Connection with nature
Finance/not cheap	Free of charge
	Mental development encouraged

Text 4

Question 4a.

- lack of support from local government
- lack of support from state government
- financial difficulties

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Part B – Answer in Bosnian

Students were assessed against the following criteria:

- understand general and specific aspects of texts by identifying and analysing information
- convey the information accurately and appropriately.

Text 5

Question 5a.

Any four of the following were required for full marks.

Adults	Children
surprise	playful
negative thought (afraid of chemicals)	happy
shock	
cold/sceptical	
after the explanation: relaxed	

Question 5b.

- burst pipe at food factory
- red food powder spread by wind

Text 6

Question 6a.

- natural beauty of Bosnia and Herzegovina
- people's hospitality

Question 6b.

Any two of:

- lack of snow at the start of the Games
- large snowfall in the city and mountains/on the prepared tracks
- cleaning city and ski tracks from the snow.

Section 2 – Reading and Responding

Part A – Answer in English

Students were assessed against the following criterion.

- understand general and/or specific aspects of texts, by, for example, comparing, contrasting, summarising, or evaluating, and convey the information accurately and appropriately

Text 7

Question 7a.

- collecting energy in a better way
- using 'lost' energy

Question 7b.

- **Mechanical:** returns to 70 per cent of the harvested energy, saves consumption, more practical
- **Electrical:** returns 35 per cent of the harvested energy, uses harmful battery, heavy, takes up more space

Text 8

Question 8a.

- It is (very) suitable.
- Because it has irreplaceable value in the Australian modern economy.

Question 8b.

- Mental development is encouraged.
- Learning a new system of rules facilitates the learning of the mother tongue's language rules.
- Get to know other countries/cultures/traditions.
- Economic advantages: new clients/deals in other languages.
- Increased chances of finding a job.

- Stimulates business generally.

Question 8c.

- Speaking languages other than English at home is encouraged.
- Reading newspapers/the internet in other languages is supported.
- Listening to the news on radio/TV is supported.
- Government funding for teaching languages other than English exists.

Part B – Answer in Bosnian

Students were assessed against the following criteria.

- understand general and specific aspects of a text by identifying, analysing, and responding to information
- convey information coherently (structure, sequence, accuracy and variety of vocabulary and sentence structure) and appropriately (relevance, use of conventions of the text type)

Question 9

Students needed to write an email of 150–200 words to Dzeno informing him about the lifestyle of the students in their city.

As Question 9 was a reading and responding task and not simply a writing task, students were required to read Dzeno’s letter very carefully and then take Dzeno’s text into account when writing their own email in Bosnian. High-scoring answers showed that students had read Dzeno’s text closely and had then crafted their own reply very carefully in order to respond to the issues he had raised and to answer his final question.

Criteria for the assessment of the response to Question 9	Marks
<ul style="list-style-type: none"> • Responds to the information, ideas and/or opinions of the text (include main points) • Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text • Demonstrates extensive knowledge and understanding of vocabulary and sentence structures • Manipulates Bosnian authentically and creatively to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	9–10
<ul style="list-style-type: none"> • Responds to most of the information, ideas and/or opinions of the text (include main points) • Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions • Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures • Manipulates Bosnian with some degree of authenticity and creativity to meet the requirements of the task • Organises information and ideas to meet the requirements of the task 	7–8
<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text (include points) • Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures • Organises information and ideas to meet the requirements of the task 	5–6



<ul style="list-style-type: none"> • Responds to some of the information, ideas and/or opinions of the text • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	3–4
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the text • Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words and set formulas to express information 	1–2

Section 3 – Writing in Bosnian

In Section 3, students were required to respond to one task only. Overall, the written responses in Section 3 were good, but more attention should be given to the characteristics of the various text types as students are asked to produce certain text types in the examination. The instruction on the cover of the examination booklet recommends that students spend approximately 45 minutes on this section of the examination. This section is assessed out of 15 marks.

In the *VCE Bosnian Study Design*, some text types listed are asterisked or ‘starred’ (see page 13 of the study design for further details). This means that these text types can be set as a part of the writing task in Section 3.

Asterisked text types (Bosnian)

The text types that students can be asked to produce on the examination are: announcement, article, brochure, chart/graph/table, diary entry, email/fax/memo, message/note, formal letter/informal letter, invitation/list/postcard, recorded message, report, review, script for a speech, script for a report, script for a sketch, story and summary.

Students should practise different kinds of writing. The kinds of writing asked for on Bosnian examinations are evaluative, imaginative, informative, personal and persuasive kinds of writing.

Students should pay attention to their spelling in Bosnian. For example, students are expected to know that superlatives are written as one word (*najvažniji* and *najjači*) and that they should be familiar with the use of the letter ‘h’ (for example, in *odmah*). As in 2009, there were some cases of swapping ‘k’ with ‘c’ (for example, *iskoristiti* was incorrectly written as *iscoristiti*, and *kompanija* was written as *companija*).

Question 10

Question 10 required students to write a persuasive letter. Students were given the following scenario ‘Seasonal rains are flooding the area around your local bridge. This is causing regular traffic jams so you need to make a big detour to reach your favourite fishing spot and you have to pay extra money for petrol’. Students were asked to write a letter to their local council persuading the council to build a larger bridge, which will sort out mentioned problems. As the task asked students to write to the local council, the letter needed to be a formal letter.

Question 11

Question 11 required students to write an evaluative report about a radio program they had recently listened to for the radio station’s website, giving suggestions for improvement.

Question 12

Question 12 required students to write a personal diary entry about the importance of friendship in their lives.

Question 13

Question 13 required students to write an imaginative story beginning with ‘If I could have superpowers for three days, I would change ...’

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CRITERIA for the assessment of Section 3, Questions 10, 11, 12, 13	Marks
<ul style="list-style-type: none"> • Demonstrates depth and breadth in the treatment of the task through the presentation and development of relevant information, ideas and/or opinions • Demonstrates extensive knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates Bosnian authentically and creatively • Sequences and structures ideas and information coherently and effectively 	13–15
<ul style="list-style-type: none"> • Demonstrates breadth in the presentation and some depth in the development of information, ideas and /or opinions relevant to the task • Demonstrates a thorough knowledge and understanding of vocabulary, tense, mood, syntax • Manipulates Bosnian with some degree of authenticity and creativity • Sequences and structures ideas and information effectively 	10–12
<ul style="list-style-type: none"> • Presents information and a range of ideas and/or opinions • Demonstrates a satisfactory knowledge and understanding of vocabulary, tense, mood, syntax • Organises information and ideas to meet the requirements of the task 	7–9
<ul style="list-style-type: none"> • Presents some information, opinions or ideas relevant to the task • Demonstrates a basic knowledge and understanding of vocabulary and sentence structures • Demonstrates limited evidence of the ability to organise information and ideas 	4–6
<ul style="list-style-type: none"> • Demonstrates a limited understanding of the requirements of the task • Demonstrates an elementary knowledge and understanding vocabulary and sentence structures with evidence of the influence of English syntax • Uses single words, set formulas and Anglicisms to express information 	1–3