



## Oral component

### GENERAL COMMENTS

The total number of students from Victoria studying Units 3 and 4 Bosnian language in 2008 remained at 40, as in 2007.

Areas of strength included:

- clear pronunciation
- the ability to maintain the conversation flow and connect with assessors
- the ability to support ideas with examples
- a wide range of vocabulary
- appropriate use of grammar and register
- good sentence structure.

Areas of weakness included:

- short responses
- a limited range of ideas and opinions
- topics that were not researched in detail
- use of English words and expressions
- incorrect case endings.

Overall, most students demonstrated good skills in communication in Bosnian. Weaker students sometimes struggled to maintain the conversation flow and needed frequent prompting by assessors.

### SPECIFIC INFORMATION

#### Section 1 – Conversation

In the Conversation section, most students spoke assertively about familiar topics, such as school life, friends, sports, hobbies and future aspirations. The language used by students was usually appropriate, with correct pronunciation and register. However, it should be noted that students sometimes tried to translate an expression from English into Bosnian or to use a mixture of English and Bosnian (for example, using an English root and a Bosnian ending).

Some students used limited vocabulary to express themselves, giving very short responses and relying on assessors' input to carry the conversation forward. Some students were unsure about the formal and informal modes of addressing people, for example, using the 'Vi' and 'ti' forms.

#### Section 2 – Discussion

In the Discussion section, the most popular topics were famous people (for example, M Delibasic, S Isovica, A Izetbegovic, JB Tito) and tourist attractions (for example, Sarajevo and Mostar).

Students were able to introduce the theme and sub-topic and brought posters or other objects to support the discussion. They appeared to be well prepared and their responses addressed all criteria. A small number of students did not explore their topic fully and struggled to maintain the discussion for the required duration.

## Written component

### GENERAL COMMENTS

Students showed a good understanding of spoken and written Bosnian. In Section 1, Part A they were able to understand and answer most of the questions correctly. However, the average marks for Section 2, Part B and Section 3 indicated a need for more revision in these two areas.



## SPECIFIC INFORMATION

### Section 1 – Listening and responding

#### Part A – Answer in English

The criterion used to mark this section is:

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

#### Text 1

##### Question 1

This question was answered well by the majority of students.

##### Question 1a.

- fog – the planes cannot take off
- technical problems at Berlin airport

##### Question 1b.

- passengers going to and coming from Sarajevo
- people waiting for passengers to land

#### Text 2

##### Question 2

Some students struggled with this question but in general it was well done.

##### Question 2a.

- TV show (students needed to mention ‘television’ or ‘TV’)
- email address shown on the screen
- the speaker refers to the TV audience (*gledateljji*)

##### Question 2b.

- they are offered prizes, such as presents, a trip
- they will become popular and well known
- the language invites people to act, to do something (for example, do not hesitate, call now)

#### Text

##### Question 3

Students were able to discuss Jasna’s suitability for the advertised position.

- Suitable – she is available on weekends, she can start immediately, she is very keen to do the job (says that she has dreamt of this)
- Unsuitable – Jasna does not have formal experience and avoids answering this question

#### Text 4

##### Question 4

Students easily identified the main aspects of the text and were able to tackle this question confidently.

##### Question 4a.

- the guest said, ‘I am glad to be with you again (at the studio)’.
- the presenter said, ‘It’s a pleasure to have you with us again!’
- the presenter said, ‘What did you prepare for us this time?’ (which implies that there have been other times that he has been a guest)

##### Question 4b.

- it is a place for migratory birds in winter (many varieties or types of birds come here), it is an important breeding ground for birds

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- it has an interesting system of lakes and water canals (the river can flow in two directions)

## Question 4c.

- cruises, sightseeing, photo safari
- fishing, school excursions, archaeological excavations (ancient Roman ruins/ancient ruins)

## Part B – Answer in Bosnian

The following criteria were used to assess Part B:

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

## Text 5

### Question 5

Some students struggled to identify the language features of a formal speech.

### Question 5a.

- the speaker is introduced
- addresses the audience as ‘Dear delegates’
- no interruptions during the speech

### Question 5b.

- concern: the level of emissions/pollution in the transport sector has not decreased
- solutions: increase the use of bicycles and walking for short trips OR develop/build more connected tracks/routes for bikes

## Text 6

### Question 6

A range of answers was offered. On average, Question 6a. appeared to be more challenging for students.

### Question 6a.

- Samir is a member of a professional club; he trains a lot and has conquered Mount Everest.
- He also plans to go to all seven continents and conquer their highest mountains/peaks.

### Question 6b.

- people are tired and make mistakes
- they are also relaxed because of the success they have made
- the evidence is the large numbers of mountaineers who have had accidents (when returning from a successful climb to the top of the mountain).

## Section 2 – Reading and Responding

### Part A – Answer in English

The criterion used to mark this section is:

- 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

All students understood the text and were able to score some marks.

### Question 7a.

Ramiza travelled across Europe (and Brazil) with her club. She played for the national team at various international competitions (the Olympics, the Mediterranean games).

### Question 7b.

While playing in Brazil she was stress free, able to focus on sport, she was supported by others and she lived freely (breathing with full lungs).

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## Question 7c.

Ramiza was above the rest due to her height (205 cm). As a player she was modest and always tried her best.

## Question 7d.

She had a bad experience with managers (players' agents) and is willing to help other players.

## Text 8

### Question 8

This question appeared to be the most difficult question on the examination. Some students did not understand the main idea; the word '*baština*' was interpreted as 'garden' instead of 'heritage'.

### Question 8a.

- The Ruza Hotel in the old part of the city was not restored correctly.
- The old bridge could be removed from the World Heritage listing because the hotel was not restored correctly.
- The total area of the hotel was increased a great deal.
- An extra floor was added (the fourth floor).
- The investor did not want to accept the recommendations (did not want to demolish the fourth floor).
- The investor is willing to build a new extension on the other side of the building.

### Question 8b.

- the team of experts **and** the Ministry for Planning
- the team of experts did not submit the report by the due date
- the Ministry for Planning did not stop the hotel's extension even though it was their job to do so

### Question 8c.

It is negative publicity for Bosnia and Herzegovina and the mayor of Jajce does not want his own proposal threatened/rejected.

## Part B – Answer in Bosnian

The criteria used to mark this section are:

- 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).

## Text 9

### Question 9

The following generic marking scheme could be useful to students and teachers.

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



Criteria	Marks
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text (include points)</li> <li>• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures</li> <li>• Organises information and ideas to meet the requirements of the task</li> </ul>	5–6
<ul style="list-style-type: none"> <li>• Responds to some of the information, ideas and/or opinions of the text</li> <li>• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures</li> <li>• Demonstrates limited evidence of the ability to organise information and ideas</li> </ul>	3–4
<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of the text</li> <li>• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax</li> <li>• Uses single words and set formulae to express information</li> </ul>	1–2

Good answers included:

- appropriate format – formal letter, date, introduction, body, conclusion
- arguments – clean and beautiful area, eco-tourism, national park, preserve nature
- some students also included historical reasons.

Overall, the topic was familiar to the students and this question was answered well. However, many students did not gain all available marks as they often ignored the format of an email.

### **Section 3 – Writing in Bosnian**

The criteria used to mark this section are:

- relevance and depth of treatment of ideas, information, or opinions
- accuracy and range of vocabulary and sentence structures
- the capacity to structure and sequence response and capacity to use conventions of the text type.

Students had four options to choose from. The average mark was 9.7 out of 15 marks, which indicated a need for more practice in this area. More attention could also be given to text types, sentence structure and vocabulary.

#### **Question 10**

Students were required to write an evaluative report for a newspaper in Bosnia and Herzegovina about a multicultural festival in their area. They could evaluate the program, all activities and any benefits to the community.

#### **Question 11**

Students were given the following scenario ‘Imagine it is the year 2020. New technology has changed the ways in which people live and interact’. They were required to write a story about their day at work in 2020.

#### **Question 12**

Students were required to write a formal letter to the members of their School Council persuading them to change the student dress policy.

#### **Question 13**

Students were given the following scenario ‘You have been asked to inform your classmates about a significant event in Bosnia and Herzegovina’. They were required to write the script of their speech.

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The following generic marking scheme could be useful to students and teachers.

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