



Oral component

GENERAL COMMENTS

Overall, students were very well prepared for the 2009 oral examination and demonstrated a high level of competence in the language.

Areas of strength included:

- very good preparation
- evidence of research using various resources for additional information
- the ability to support their ideas with well-presented visual evidence
- the capacity to communicate on a variety of subject matters
- excellent vocabulary
- very good grasp of grammar
- very good pronunciation, intonation and tempo.

Areas of weakness included:

- insufficient preparation by some students
- occasional tendency to recite information rather than engage in a discussion on the Detailed Study topic
- incorrect case endings
- inaccurate third person present tense form
- incorrect gender forms.

SPECIFIC INFORMATION

Section 1 – Conversation

The Conversation section of the examination assessed students' ability to communicate on a range of general topics such as the students' personal world, their family, home life, friends, school, career aspirations, interests and leisure time.

The majority of students confidently used the correct vocabulary and grammatical forms for a general conversation. They responded readily to the assessors' questions and provided relevant and meaningful responses.

Students' familiarity with everyday vocabulary and expressions, as well as their proficient use of grammar, were remarkable. This resulted in a relaxed and enjoyable conversation with assessors. Most students easily maintained the conversation with the assessors, volunteered wide-ranging replies and carried the conversation forward with minimal support. On the whole, students demonstrated good repair strategies and were able to quickly correct their mistakes.

A few students who were unsure of what they had been asked sought clarification from the assessors. In such instances they were then able to continue and express their opinion with linguistic and semantic accuracy. Occasionally students misunderstood questions and although their answers were linguistically correct, they did not actually answer the assessors' question.

The most common mistakes in the Conversation section included students using incorrect cases and tense endings, particularly the third person of the present tense, both singular and plural.

Section 2 – Discussion

Most students were exceptionally well prepared for the Discussion section of their examination. The topics studied across the four school centres varied.

All students brought in support material for their discussion. This material had been prepared with a great deal of creativity and artistic sense, and was mainly sourced from the Internet.

In general, students exhibited excellent breadth and depth of information by offering detailed and well-rounded information about their chosen topic. The level of their preparation, as well as good language skills, enabled students to

2009 Assessment Report



communicate their point of view and deliver immediate and suitable responses to any additional questions asked by assessors.

Most topics proved to be a very successful way for students to demonstrate readiness, originality and commitment to Croatian study. They allowed students to talk about places they had visited or places with which they had a personal or family connection. It was impressive to hear the accurate and precise way in which students used the specific terminology. The significance of personal associations and their impact on the intensity of students' engagement with a particular theme were obvious.

Some students were unprepared for the Discussion, believing they could talk off the top of their head. It is important to remember that the Detailed Study needs to prepare students for a discussion, not a recitation.

Resources for the Detailed Study were used well and the Internet remains a very popular source of additional information for students. Attractively presented support material was very useful to students as it served as a guide and a 'prompt' when presenting their topic. Teachers and students are encouraged to obtain research materials from a wide variety of sources.

Most students interacted very well with assessors, moved the conversation forward with original input and were able to correct their own mistakes. A few students were not prepared for the Discussion of the Detailed Study. These students were lacking basic information about the chosen topic and were not able to engage in a comprehensive and meaningful exchange of opinion with assessors.

Students generally used an excellent range of vocabulary and were able to express themselves easily through complex sentence structures. A common mistake was confusion with cases and gender forms, so students and teachers could pay particular attention to these areas.