



## Oral component

### GENERAL COMMENTS

In 2006 Bosnian was offered as a VCE (or equivalent) subject for the first time. There were 57 students enrolled in Units 3 and 4, 52 of whom came from Victoria and five from South Australia.

#### Strengths

- clear pronunciation
- ability to maintain the conversation flow
- wide range of vocabulary
- appropriate use of grammar
- good sentence structure

#### Weaknesses

- limited range of ideas and opinions
- topics not researched in detail
- inability to justify opinions

### SPECIFIC INFORMATION

#### Section 1 – Conversation

In the first section students were well prepared. Initially some of them were nervous; however, they managed to talk about the topics prescribed in the study design and connect with assessors easily. Common topics included family, sports, hobbies, friends and school life. Students should be reminded not to give their names or school details.

The language used by students was appropriate, with correct pronunciation and register. It also should be noted that very few students gave short responses and/or used a limited vocabulary in expressing their answers.

#### Section 2 – Discussion

In section two, the students were able to clearly state their theme, sub-topic and resources, which included the Internet, magazines, DVDs, guest speakers and class notes. It was evident that students who brought posters or other objects were well prepared, and their responses addressed all criteria.

A number of students who were fluent in Bosnian did not research the Detailed Study thoroughly and therefore struggled to maintain a discussion for the required duration of eight minutes. It is strongly recommended that all students practise the Discussion beforehand, under timed conditions.

Topics selected by students were:

- Bosnian and Herzegovinian cinematography (*Ničija zemlja, Kod amidže Idriza, Grbavica*)
- Bosnian traditional songs (*sevdalinka*)
- tourist attractions (for example, the pyramids in Visoko)
- Bosnian food.

## Written component

### GENERAL COMMENTS

Overall students showed a good understanding and command of the Bosnian language. All responses were written in the required language. However, some students did not plan their time and consequently rushed through the writing task.

When preparing for the written examination, teachers and students should:

- pay more attention to text types
- develop vocabulary
- know the difference between particular letters (č and ć) and sounds (već, veg)
- improve their knowledge of Bosnian sentence structures.



## SPECIFIC INFORMATION

### Section 1 – Listening and responding

#### Text 1

##### Question 1

To make an appointment for his father.

##### Question 2

Any two of:

- Osman appealed to the receptionist
- it was an urgent case
- the father had difficulties breathing
- the father had heart problems.

In this question, two pieces of information were expected. Students should use the mark allocation as a guide to the required number of responses.

##### Question 3

Osman said the father was a regular patient and the receptionist remembered him.

A large number of students missed the second part of the answer (that the receptionist confirmed she knew Mr Ramic).

#### Text 2

##### Question 4

The announcement is taking place at a school, and is directed to students in Years 8–10.

##### Question 5

Year 8 students	Either of: <ul style="list-style-type: none"><li>• to go to the bigger bus</li><li>• to behave, no yelling or pushing.</li></ul>
Year 10 students	Either of: <ul style="list-style-type: none"><li>• to use the smaller bus</li><li>• to try their best, and eventually participate in interschool competition.</li></ul>

Students needed to give one reminder for each group. This question was well answered.

##### Question 6

At the swimming pool

Some incorrect responses were ‘at the school’ and ‘on the bus’.

#### Text 3

##### Question 7

Both of:

- at the airport
- there are references to the last flight and lost luggage.

The first part of this question was answered well, but some students did not give any evidence from the text for the second part.

##### Question 8

‘Ti’ is informal and it is inappropriate for the worker to address the traveller in such a way.

Most students were aware of the formal and informal way of addressing a person.

##### Question 9

The traveller was sarcastic, saying ‘Baš ste ljubazni’ as she did not receive any help from the worker.

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Some students stated that the traveller was angry because her conference papers were lost, which was incorrect.

## Text 4

### Question 10

A number of responses were acceptable, including:

- it was requested by parents
- it is a hot topic among parents and students
- it is interactive – listeners can call and ask questions.

### Question 11

- Parents: good students are recognised and praised by parents, and school is important to parents.
- Students: being a good student is not popular; they are teased by their peers if they study hard and are called nerds. Not studying is cool.

It appeared that students had difficulty in expressing the contrasting views of parents and students presented in this text.

### Question 12

Correct responses included any of:

- to cooperate with each other
- to be best friends
- for children to realise that it is possible to be ‘cool’ and be a good student.

## Text 5

### Question 13

Good responses included the following points:

- many people from Bosnia and Herzegovina were there
- traditional Bosnian textiles
- Bosnian clubs and associations
- traditional folk songs and music
- people with an interest in traditional Bosnian food
- Bosnian language school students
- people interested in establishing cultural links between Bosnia and Australia.

Most students understood the main idea of the text; however, some had difficulty writing sentences in Bosnian. A common mistake was that the event took place in Bosnia and Herzegovina.

## Text 6

### Question 14

Mr Osmanovic spent 15 years exploring pyramids and wrote 10 books.

A common mistake was that he lived in America, therefore he is experienced.

### Question 15

The interviewer shows that she is sceptical by saying, ‘I **suppose** you have a proof,’ and asking, ‘How long will it take you to **finally** prove...?’

### Question 16

High-scoring responses included the following points:

- stone
- staired pyramid
- 2000 years old
- similar to pyramids in South America.

Answers needed to be written in full sentences.



## Section 2 – Reading and responding

### Text 7

#### Question 17

Correct examples included the following points.

- Health experts suggest natural fabric, which helps our skin breathe, but synthetic clothing is produced and used by fashion designers to maximise the profit.
- It is suggested that people eat healthy, natural food, and to be active, but fast food restaurants and supermarkets offer fat, sugary food and consequently people become overweight.
- The media dictates a thin look; however, it causes disorders such as bulimia and anorexia.

Students were expected to give conflicting messages about clothing, food and fashion. Some kept repeating the same idea without referring to the text and consequently lost marks. Others translated the text into English, or gave answers that were overly long and still incomplete. The best responses were grouped as clothing, food and fashion.

#### Question 18

- Workers' clothing was popular and used as fashion wear.
- They are easy to wear and practical.
- They are shifting away from the formal fashion of the 50s and 60s.

#### Question 19

Both of:

- restaurants advertise free toys, gifts and deals
- youth magazines portray young, thin people.

### Text 8

#### Question 20

Many responses were accepted, including:

- describes a place which is famous world-wide
- uses headings (how to get there, best time to go, accommodation)
- uses instructions to readers
- gives telephone and website details for more information.

#### Question 21

Points from the text which could have been mentioned included:

- there are many songs and books written about Una
- Romans were impressed by its beauty and named it 'Una' (the only one)
- the river is treated as part of the family
- international ecological group
- plant named after the river
- permanent art exhibition.

The question referred to how Una affected people on a **personal and emotional** level, rather than to geographical features of the river and its waterfalls.

### Text 9

#### Question 22

Many students lost marks because they incorrectly wrote a letter to the selection committee instead of a speech to give to the selection committee. Otherwise, all criteria were addressed within the given range of 150–200 words.

## Section 3 – Writing In Bosnian

Student responses were spread quite evenly over the four questions, with Question 23 and 25 proving to be the most popular.

#### Question 23

Students were required to write an evaluative review about a film from Bosnia and Herzegovina. The most commonly reviewed films were *Grbavica*, *Ničija zemlja* and *Kod amidže Idriza*.

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## **Question 24**

Students were asked to write an informative article about a town or city they had visited recently. Students wrote about places in Bosnia and Herzegovina (for example, Goražde, Brčko, Sarajevo and Mostar) or Australia (for example, Melbourne and the Gold Coast).

## **Question 25**

Students were expected to write a persuasive formal letter to the mayor of their council, not an informal note to a friend or someone known. Some students used weak arguments and struggled to find convincing reasons for the bicycle track.

## **Question 26**

This question invited a variety of responses from students. Some students did not write an imaginative story for the required audience (9–12 years old) and therefore lost marks.