



Oral component

GENERAL COMMENTS

The total number of students studying Bosnian in 2007 was 40, with 26 students coming from Victoria and 14 from South Australia.

Areas of strength included:

- clear pronunciation
- the ability to maintain the conversation flow
- 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.

Overall, students have demonstrated a good level of communication skills in Bosnian. It was pleasing to see many of them being able to go beyond standard responses and offer their opinions rather than just retell a story. Weaker students sometimes struggled to maintain the conversation flow, relying heavily on the assessors' input.

SPECIFIC INFORMATION

Section 1 – Conversation

It was evident that students were well prepared for the Conversation. Most of them confidently spoke about the topics prescribed in the study design and connected with the assessors easily. Common topics included family and friends, sports and hobbies, employment, entertainment, school life and future aspirations. The language used by students usually was appropriate, with correct pronunciation and register.

Some students used a limited vocabulary in expressing their answers, giving very short responses and relying on assessors' questions to carry the conversation forward. Students were expected to know the difference between 'Vi' and 'ti' forms.

Section 2 – Discussion

In the Discussion, students were able to introduce the theme and sub-topic studied in class and the resources used. The most popular topics were 'Bosnian and Herzegovinian cinematography' (for example, *Ničija zemlja* and *Grbavica*), traditional Bosnian songs (*sevdalinka*, for example, 'Emina'), tourist attractions (for example, Sarajevo and Mostar) and Bosnian food.

Students who brought posters or other objects to support the Discussion appeared to be well prepared and their responses addressed all criteria. Some students also demonstrated a deeper understanding of the topic; for example, by discussing various aspects of Bosnian-Herzegovinian cinematography and its impact on people's lives.

A small number of students, who were fluent in Bosnian, relied on one source only and therefore struggled to maintain the Discussion for the required duration. Often they showed a limited range of information, for example wanting to simply re-tell the story of a film, and relied on rote-learned language. Teachers should emphasise the importance of giving relevant responses and being able to clarify and defend opinions and ideas.

Written component

Students showed a good understanding of spoken and written Bosnian language. They were able to construct complex sentences and, in some cases, use colloquial expressions. Once again, some students did not plan their time and consequently rushed through the writing task.



Section 1 – Listening and responding

Responses to this section are marked on students' ability to understand general and specific aspects of texts by identifying and analysing information and convey the information accurately and appropriately.

Part A – Answer in English

Text 1

Questions on this text were answered well by a majority of students.

Question 1a.

Any two of:

- place (venue)
- ticket price
- method of payment.

Question 1b.

Any two of:

- he does not have a credit card
- he needs to check with his friends
- he is not sure yet.

Text 2

Question 2a.

In winter, because it mentions cold weather, snow and low temperatures.

Question 2b.

Information

- fog
- wet, slippery roads
- mud slides

Advice

- to take winter accessories (for example, wheel chains)

Some incorrect responses included to take winter clothing, which was not mentioned in the text.

Question 2c.

Both of:

- short sentences
- informative style.

This question appeared to be the most difficult part of the exam, with only 44 per cent of students answering correctly.

Text 3

Question 3

Traditional 'ležeći policajac'	Admir's invention
<ul style="list-style-type: none">• 'ležeći policajac' = speed hump• to slow down the traffic• made of concrete or other material• affects all drivers	<ul style="list-style-type: none">• a radar detects the speed of the vehicle• if the speed is over the limit, barriers pop up, otherwise there is no effect• it has been successfully tested• the cost is a problem• it is not to be implemented soon

Students were generally able to compare Admir's invention with a traditional 'ležeći policajac' (speed hump).

Text 4

Students offered a variety of correct responses to the questions on Text 4.

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Question 4a.

To tell Alma that the training was cancelled.

Question 4b.

Dina tries to convince Alma to buy a mobile phone. She tells her how cheap the phone is, that it is easy to use, there is no need for a contract or plan and that she will show her an ad.

Question 4c.

Because:

- of the style of language (informal)
- she is frequently calling her (*opet te nema kod kuće*)
- they train together
- Dina knows a lot personal details about Alma.

Part B – Answer in Bosnian

Text 5

The questions on this text were answered well, apart from Question 5c.

Question 5a.

They chose according to the people's opinion, history and legends about the city, location, and tourist attractions.

Question 5b.

The recognition of the efforts of its citizens gives motivation to further improve the image of Sarajevo and Bosnia-Herzegovina.

Question 5c.

Both of:

- to once again organise the Winter Olympics
- to use all of the natural tourist attractions the city offers.

Text 6

Question 6a.

Because he has published a book on the Bosniak diaspora.

Question 6b.

Any two of:

- contrary to expectations, people were assimilated (they had to change their names)
- there are no written books (they did not preserve the language)
- people identified themselves by the city or region they came from.

Question 6c.

According to the author, the cooperation is not satisfactory as modern countries allow and encourage stronger links for mutual benefits. He thinks that preserving language and cultural traditions should be the priority. It could be done through sports and cultural activities or exchanging ideas, trade and investment.

Section 2 – Reading and responding

Part A – Answer in English

In this section, students are marked on their ability to 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

About 37 per cent of students did not understand the expression needed for Question 7a. '*druga strana medalje*'. However, overall they did well as the topic appeared to be familiar.

Question 7a.

The main reason for writing this letter is to present another view about using technology (to show the other side of the coin).

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Question 7b.

Zlatko was banned because other players complained he was breaking the rules of the game. He stopped eating and talking and desperately tried to get to the administrator.

Question 7c.

A range of answers was acceptable, including:

- poor results at school
- anti-social behaviour
- low self esteem
- relying heavily on technology
- dependency on technology similar to smoking
- high bills.

Text 8

Question 8a.

The author of this article is:

- female
- a singer (performer) who started singing 'sevdalinka' in 2002
- not from Bosnia (most likely from the US).

Question 8b.

First performance	Second performance
<ul style="list-style-type: none">• in Chicago• very anxious before going to stage, worried how the audience would respond• 'the hall exploded' – she received positive feedback from the audience	<ul style="list-style-type: none">• in Sarajevo (Bosnia and Herzegovina)• most emotional moment in her life• she joined other people dancing

Question 8c.

Because:

- she realised that the words in 'sevdalinka' are more important than the melody
- she wants to understand the cultural heritage and history, and the soul of Bosnia.

Part B – Answer in Bosnian

The criteria used to assess 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).

Question 9

Students were asked to write a formal letter to the Ministry of Planning persuading them not to build five power plants on the Neretva river. Good answers included the following points.

Appropriate format for a formal letter

- date
- introduction
- body
- conclusion

Appropriate arguments

- it's a clean and beautiful area
- eco tourism
- national park
- preserve nature
- historical reasons



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 first three questions were chosen by approximately the same number of students, while no students selected Question 13 (the evaluative report). Overall, the responses were good, but more attention could be given to text types and vocabulary.

Question 10

Question 10 asked students to write an imaginative story for their school magazine beginning with the words, ‘The phone rang...’

Question 11

For Question 11 students had to write for a youth magazine in Bosnia and Herzegovina about teenagers in Australia and their lifestyle.

Question 12

Question 12 required students to write a personal diary entry about their first week at school and/or work.

Question 13

The task for Question 13 was to write an evaluative report for a daily newspaper about aspects of playing sport.