



## Written component

### GENERAL COMMENTS

In 2009, students from three states (Victoria, South Australia and Tasmania) studied Bosnian as one of their Year 12 subjects. The students demonstrated a good understanding of spoken and written Bosnian language. In Section A – Listening and responding, they 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.

### SPECIFIC INFORMATION

#### Section 1 – Listening and Responding

##### Part A – Answer in English

###### Text 1

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

###### Question 1a.

- to apologise
- to invite her to a fashion parade/exhibition

###### Question 1b.

- She needs to relax.
- He will buy the tickets and pick her up.
- They may be able to buy fashion garments at a reduced price.
- Designers will give out prizes.
- They won't stay for too long.
- It's going to be a cool event.
- His voice is reassuring.

###### Text 2

Overall, this was a well-answered question; however, some students lost marks in Question 2a. as they could not provide or support their answers with evidence from the text.

###### Question 2a.

- Samir is the best player in Bosnia and Herzegovina.
- He has won many tournaments.
- He is progressing rapidly up the official ranking.
- He was invited to the Australian Open.

###### Question 2b.

- Many spectators attended his training.
- He is invited to a friend's wedding.
- He met many Bosnians.
- People are polite and friendly.

###### Question 2c.

As a child he regarded tennis as a hobby. That approach changed when he moved to Sweden where Samir started to train and play in tournaments. His ultimate goal is to play at the Olympics.

###### Text 3

Students understood the text and produced good responses. However, some experienced difficulties in Question 3b. and did not state four different points.

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## Question 3a.

- to caution drivers and other participants
- to shock the drivers and prompt them to drive properly
- to reduce the number of traffic accidents

## Question 3b.

- observe traffic lights
- adapt the speed of driving to suit the road conditions
- follow all traffic signs
- become aware of risks when overtaking

## Question 3c.

At the end of the year

## Part B – Answer in Bosnian

### Text 4

Some students struggled with this task, in particular with Question 4a.

## Question 4a.

- the name of the festival
- the motto
- participants from different countries

## Question 4b.

The festival and the city's bridges both connect people.

## Question 4c.

Through various workshops for children

### Text 5

This topic was familiar to students, most of whom were able to identify the advantages and the disadvantages of microchips.

## Question 5

Advantages

- reduces the cost of operating (for example, no need for register operators)
- small in size
- more accurate
- can monitor and report on health issues

Disadvantages

- privacy of information (banking, monitoring people's movements)
- not safeguarded by law
- collected information could be sold

## Section 2 – Reading and Responding

### Part A – Answer in English

#### Text 6

The provision of the table appeared to help the students with their responses to Question 6b.

## Question 6a.

Adem apologises for not writing earlier as he was promoting horse racing.



**Question 6b.**

Race name	Description/specific features of race
Spring race	<ul style="list-style-type: none"><li>• 1400 m long</li><li>• jockeys add extra weight</li><li>• official and unofficial winners</li></ul>
Memorial race, <i>Haso Cejvan</i>	<ul style="list-style-type: none"><li>• 1000 m long</li><li>• jockeys are blindfolded</li></ul>
Bihac race	<ul style="list-style-type: none"><li>• 1800 m long</li><li>• international jockeys</li></ul>

**Question 6c.**

- It is a locally owned and bred horse.
- It has won the Bihac race twice.

**Text 7**

This text was longer and appeared more difficult for many students. For Question 7c. a few students suggested their own solutions, rather than using information from the text.

**Question 7a.**

- Elderly migrants in nursing homes are not used to certain food.
- They miss their traditional dishes (for example, pita).
- They are refusing meals and going hungry.

**Question 7b.**

Strategies (any three of):

- raise voice
- use hands
- use visiting family members and children to translate
- use interpreters.

Reasons (any three of):

- lack of English
- inadequate and culturally inappropriate
- children do not understand medical terminology or privacy issues
- financial issues and lack of proper planning.

**Question 7c.**

- support bilingual workers
- ethnic communities to establish and run nursing homes
- provide more services to the elderly

**Part B – Answer in Bosnian**

**Text 8**

**Question 8**

Students were asked to write a persuasive formal letter to their local supermarket convincing them to support a campaign outlined in the article given. Students generally understood the text and were able to write a letter. However, some did not pay due attention to the required format (a persuasive **formal** letter) and used a limited number of arguments.

The following generic marking scheme will 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 (includes 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 (includes 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
<ul style="list-style-type: none"> <li>responds to some of the information, ideas and/or opinions of the text (includes 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

### Section 3 – Writing in Bosnian

Overall, the responses in Section 3 were good (the average mark was 10 out of 15), but more attention should be given to text types and spelling. For example, students are expected to know that superlatives are written as one word (*najvažniji* and *najjači*) and they should be familiar with the use of letter ‘h’ (for example, *odmah*).

There were some cases of swapping ‘k’ with ‘c’ (for example, *iskoristiti* was incorrectly written as *iscoristiti*, and *kompanija* was written as *companija*).

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 and 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 and 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 and syntax</li> <li>organises information and ideas to meet the requirements of the task</li> </ul>	7–9

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Criteria	Marks
<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