



2012

Languages: Croatian GA 3: Examination

Oral component

GENERAL COMMENTS

On the whole, students were very well prepared for the 2012 Croatian oral examination and demonstrated a high level of competence in the language.

Areas of strength included

- very good preparation
- the ability to present information in a structured manner
- the capacity to discuss a wide range of issues
- extensive vocabulary
- accurate grammar, structures and expressions
- generally very good pronunciation, intonation and tempo.

Areas of weakness included

- insufficient preparation
- minimal level of engagement in a discussion due to a lack of knowledge about the topic
- the need for assessors' support to maintain the conversation
- the use of words whose meaning was not clear to students
- incorrect case endings
- inaccurate tenses.

Section 1 – Conversation

This section of the examination assesses students' ability to communicate on a range of general topics, such as students' personal world, family, home life, friends, school, interests and aspirations.

A familiarity with everyday vocabulary and expressions helped students to perform with confidence. This resulted in a relaxed and enjoyable conversation with assessors. Most students maintained the conversation easily 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 recognise and correct their mistakes quickly.

When students felt unsure of what they were asked they sought clarification from assessors. These students were generally able to continue the conversation well and to give relevant and meaningful responses.

However, some students with limited vocabulary were unable to communicate their opinions or to elaborate on their views in greater detail. It is important to remember that good vocabulary is a basis for productive, meaningful communication and therefore students should aim at broadening it while preparing for the exam.

In general, students should be encouraged to expand their responses, to say more rather than less, and not always wait for assessors' questions. Students should be given many opportunities to practise for the oral examination.

The majority of students used correct grammatical forms confidently for general conversation. Most common grammar mistakes in the Conversation part of the exam included cases and tense endings, particularly the third person of the present tense, both singular and plural.

Section 2 – Discussion

The majority of students were very well prepared for the Discussion section and engaged fully with assessors in a conversation about their chosen topic.

A variety of resources was used by students when preparing a sub-topic for the Detailed Study, including articles, items from the internet, YouTube videos, books, magazines, brochures and DVDs/CDs. Access to appropriate information contributed significantly to the excellent quality of the content of some presentations.

2012 Assessment Report



While the use of visual material is optional, many students enhanced their performance with the presentation of well-prepared visual material. Refer to the *VCE Exams Navigator 2013* for information regarding approved materials that can be brought to the oral examination.

In general, students spoke with confidence about their chosen topic. They interacted well with assessors and moved the conversation forward with original input. Most high-performing students were able to correct their mistakes.

A very small number of students were not prepared for the discussion of the Detailed Study. Some of these students had very good language skills; however, the lack of basic information about the chosen topic prevented them from engaging in a comprehensive exchange of opinions with assessors. More grammar and vocabulary mistakes were made when students were not prepared for this part of the oral examination.

Some students memorised their presentation. It is important to remember that merely giving a report on a chosen topic is not sufficient; students are required to discuss their chosen subject.

In a few instances, memorisation led to situations where students didn't understand words they were using or they used distorted forms of words, and therefore their statements did not make sense. While students generally used an excellent range of vocabulary and sentence structures, it would be helpful if students were reminded that building vocabulary related to the Detailed Study should be part of their preparation.

Common grammar mistakes included sporadic inaccurate words, errors with cases and tenses, pronunciation difficulties and incorrect word order in complex sentence structures.