



**2003**

**LOTE: Croatian GA 3: Examination**

**Oral component**

**GENERAL COMMENTS**

Areas of strength included:

- effective exchange of ideas
- extensive vocabulary
- using appropriately complex sentence structures
- ability to correct their own mistakes
- ability to build and expand on assessor's comments
- generally very good pronunciation, intonation and tempo.

Areas of weakness included:

- occasional Anglicisms
- English interference with sentence structuring
- incorrect case endings
- inappropriate tenses.

**SPECIFIC INFORMATION**

**Section 1 – Conversation**

Most students were very well prepared, resulting in good responses to examiners' questions and were able to respond to a variety of questions in a linguistically and culturally appropriate way. Conversation covered topics such as career plans, hobbies, holidaying, family and friends.

Many students displayed very good language skills, both in listening and speaking. Even those students who did not have very good control of grammatical concepts were able to maintain a conversation. Most common mistakes included case endings, syntactic structures and the use of Anglicisms.

**Section 2 – Discussion**

Most students were well prepared and able to engage in discussion about their chosen topic. Subjects studied in detail included: Migration, Island Krk, Zagreb – Croatian capital city, Freedom and Sport. Some students excelled in their capacity to be highly informative and elaborate on their ideas in a linguistically accurate and competent way; however, on a few occasions poor linguistic skills hampered in-depth discussion.

Generally, there was not a great deal of repetition in students' opinions and comments. This was particularly so with the topic 'Migration', which allowed students to include their personal experience. Students studying the island of Krk brought in support objects, which were used effectively. However, maps were occasionally used to record data to be presented.

On a few occasions students were not clear about their Detailed Study and attempted to respond with a self-prepared report. Common mistakes included English interference at the level of vocabulary and sentence structure, inappropriate case endings and inaccurate tenses. However, a number of students were able to correct their own mistakes.

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