

Oral component

Areas of **strength** included:

- changing quickly and smoothly from one topic to another during the general conversation
- giving complex answers
- showing the ability to respond to a wide range of topics
- keeping to the time limit
- conveying information and having an opinion during discussion.

Areas of **weakness** included:

- Croatian case endings added to English words
- using English words instead of Croatian
- literal translations from English to Croatian ('Što ti je to za?' – 'What is this for?')
- gaps in the flow of conversation
- incorrect phrasing and tempo
- incorrect word order
- non-use of the polite 'Vi' form ('izvolite/možete/hoćete/želite' etc.) to address the assessor.

Section 1 – Conversation

Most students handled the conversation with confidence, as this section was not much different to previous years, and students were comfortable with the length of 7 minutes which allowed coverage of a wide range of responses to different topics such as family, school, hobbies and plans for the future. However, all students should be familiar with the criteria and realise that a conversation is not simply a matter of questions and answers. They should also remember that this is not a presentation. Assessors normally allow students to elaborate on their topics, but they sometimes found it necessary to interrupt and ask a new question. Students and teachers should note that the conversation no longer requires that three specific areas be discussed. Any of the general areas listed in the study design could form the basis of the conversation.

Section 2 – Discussion

Many students were very well prepared. Students who chose immigration as their topic were more successful due to interest and availability of research material. Well-prepared students provided a lot of factual information, were able to develop the discussion, and showed good research skills. A small percentage of students were unaware of the revised format of this section and attempted to respond with a two-minute report. In some instances the topics selected were beyond the capacity of the student, being either too complex, too narrow or too broad (for example the topic 'Zagreb').

Written component

Teachers and students should be aware that examiners may ask questions that address the syllabus outcomes in a manner that requires students to respond by integrating their knowledge, understanding and skills developed through studying the course. This reflects the fact that the knowledge, understanding and skills developed through the study of discrete sections should accumulate to a more comprehensive understanding than may be described in each section separately.

Section 1 – Listening and responding

Part A

Most students successfully attempted the content-based questions of the examination. Students should, however, be encouraged to listen to the texts in their entirety before responding to the choices provided. Students should also be given constructive note-taking advice and use the note-taking column. Many students took few or no notes relying, on their memory to answer questions. This resulted in many questions being answered poorly. Students are reminded to mark only one of the multiple-choice answers.

Question 1

This question was generally well done. Some students, however, provided very short answers with little or no reference to the text, while others added information that was not contained within the text.

Question 2

a.

The table was not completed very well. There was a lack of familiarity with the 24-hour clock and some students did not know the days of the week.

b.

More successful responses included clear and detailed references to the language used in the advertisement.

Question 3

a.

Some responses were very short and made little or no reference to the text. In general, this question was answered well by most students.

b.

Many students did not know, nor could they infer from the context, the meaning of the phrase *Sretan si da imas izbor*. Other students knew what the phrase meant, but in their explanation used little or no textual reference. More successful responses included relevant textual references to support them.

Question 4

a.

Most responses included isolated reasons for, or description of, how the exhibition was designed to attract young people. Many students discussed music, sport and film, but did not mention interactive computer programs.

b.

This question was not answered well by most students. Many made little or no mention of language features and made few textual references.

Part B

Question 5

In general, this question was well answered. More successful responses included examples from the text.

Question 6

This question was the most challenging.

a.

In many instances, responses were either not sufficiently detailed or too repetitious.

b.

Many students misread this question and only focused on persuasive language to convince the friend to listen to the radio program. Many students provided few, if any, textual references. A limited number of students answered this question well, referring both to persuasive language use and to references from the text to support their views. Most students included personal views and information, rather than referring to the spoken text. Many students wrote extensive and copious notes for this section but failed to incorporate these into their responses.

Section 2 – Reading and responding

Part A

Many students found this section difficult, especially those questions that targeted higher order skills of interpretation, analysis and evaluation, including language techniques and stylistic features, e.g. tone, emotive language and punctuation.

Question 7

Many students became confused with the term *S faksa na posao* and thought the text was about getting a job using a fax machine, rather than interpreting *faks* as ‘university’. Those students who supported their statements with relevant textual references performed well. Many students found it difficult to infer and interpret cultural information, as well as the attitudes of the business community and the government.

Question 8

This question proved to be difficult for most students. Many students provided little or no evidence from the text to support their viewpoints. Some students were unable to identify specific language features, while others were able to identify some/many language features, but used little or no evidence from the text to support their views. Students who performed well were able to identify language features from the texts and support their answers with relevant references.

Part B

Most students understood the requirements of the task and were able to respond using the correct text type.

Students who achieved high marks were able to use the given information to write an entry in a personal diary. These students responded to the information from the given text but did not copy sections directly (from the text). They demonstrated a clear understanding of the text and responded to it creatively and authentically. Students need to be reminded that they should not copy information directly from the text without making any attempt to use the information creatively. In responses where this was the case, student knowledge of vocabulary, grammar and syntax was at little more than an elementary level. Some students showed an extensive knowledge of vocabulary and used a variety of sentence structures, including complex sentences, but failed to respond to the information in the given text. Students need to read texts very carefully and they should be able to identify main points and categorise the given information. In their responses they should refer to the main points and include as much information as is relevant to

complete the required task. Students should be encouraged to plan their responses to ensure that there is a logical sequencing of ideas and that the written text shows some cohesion.

Section 3 – Writing in Croatian

(completed by interstate students)

Most students were able to respond to the requirements of the task. A full range of marks was achieved. Most students elected to respond to Question 10 and most were able to write in the correct text type.

Only a few students wrote in slang or borrowed from other languages.

Students who achieved high marks were able to present and elaborate on the problem clearly, giving examples, describing situations and feelings and explaining why they had difficulties in resolving the problem. They also sought help and advice from a friend. The informal letter had to have some logical sequencing and cohesion. The language used was emotive and descriptive and students showed an extensive knowledge of vocabulary and syntax. The less able students wrote emotional letters and used a lot of repetition. They also had difficulties with language structures and spelling.

Questions 11 and 12 were answered by a very small number of students. Many students did not demonstrate adequate control of vocabulary and sentence structures. Although they made some attempt to write in the correct text type, they were less successful. Students must be familiar with the text types listed in the syllabus.