



Oral component

GENERAL COMMENTS

In 2006, students' performance in the Polish oral examination was generally good. There were some outstanding performances and some very good research undertaken by students. However, there were also some very poor performances by students. Many students presented very good research skills and performed very efficiently in the Discussion. However, it became obvious that many students used less research in their Detailed Studies this year.

The manner of delivery in all of the tasks was generally good. Overall, accuracy of pronunciation and appropriateness in the use of vocabulary were good. Many students adopted good communicative strategies such as using body-language, eye contact and expressive presentation skills. Of course, there were some grammatical mistakes but generally not very serious. As has happened in previous years, most of the students did not address assessors correctly. Teachers should make their students aware of the proper address form in Polish.

SPECIFIC INFORMATION

Section 1 – Conversation

The overall performance of the students was good, highlighting topic knowledge, language ability, pronunciation and grammar. Students were very successful and open in dealing with the various topics of the Conversation. The majority of students were confident in the subjects of the Conversation, although some students were unable to progress the conversation, which restricted their ability to deal with the content adequately. Mainly, the level of language used in this task was very high.

Section 2 – Discussion

The level of language used in this task was good, and there were some outstanding performances. Some students were generally well-prepared for the discussion on their chosen topics, and some of them were open and eager to express their knowledge and opinions. However, many students did not use a variety of sources to research their Detailed Study and this limited their ability to engage in further conversation. Again this year it was noticed that although objects such as photographs, diagrams and maps may be brought into the oral examination to support the Discussion, very few students took the opportunity to do this. Nevertheless, most of the discussions were introduced successfully and some were very well developed.