



GENERAL COMMENTS

In 2011, students' performance was generally good, and there were some outstanding performances. Many students displayed very good research skills and performed very efficiently in their examination. Many students used a wide range of vocabulary and their pronunciation was mainly good. Most students displayed a high level of conversation skills and needed little support, and they were able to correct their own mistakes by using very effective repair strategies with confidence. The most problematic areas in grammar were: declination of nouns, gender, adjectives and informal language when addressing assessors when a formal register was appropriate.

The manner of delivery in all of the tasks was of a good standard. Overall, accuracy of pronunciation and the level of appropriateness in the use of vocabulary were also good. Students demonstrated a very good level (and some an excellent level) of understanding and responded confidently. Many students adopted good communicative strategies such as using body language, eye contact and expressive presentation. As has happened in previous years, most students did not address assessors correctly. Students should avoid comments like *wiesz* (you know). They should also talk about facts that they are sure about as this will give them greater confidence.

SPECIFIC INFORMATION

Section 1 – Conversation

Students demonstrated a very good, and some an excellent, level of understanding assessors' questions and responded confidently. In this section, the overall performance of the students was good in both their knowledge of the subject under discussion as well as their language ability, pronunciation and grammar. They were very successful and open in dealing with the content of conversation on various topics and they presented a wide range of opinions and personal information. Most students provided highly relevant responses. Most students maintained eye contact during the conversation. The level of language used was good, and students demonstrated very good skills in self correction. However, some students were unable to advance the conversation, which restricted their ability to deal with the content of the conversation appropriately.

Section 2 – Discussion

This year, some students used pictures and self-made posters to support their Discussion and to aid in the smooth flow of communication. However, some students did not use a variety of sources for their research into their Detailed Study, which limited their ability to engage in any further conversation. Many students learned facts and relevant historical dates but were not prepared for an open-ended discussion. Nevertheless, most of the reports were introduced successfully and some were very well developed. Some students were well-prepared for the discussion on their chosen topics, and some of them were open and eager to express their own knowledge and opinions. The level of language in the Discussion was of poorer quality than in the Conversation. Some of the sub-topics chosen for discussion were not ideal in that they did not lend themselves to detailed discussion between the students and the assessors.