



2013

Language: Polish GA 3: Examination

Oral component

GENERAL COMMENTS

Students generally performed very well in the 2013 Polish oral examination. There were some outstanding performances. It was evident that the majority of students had thoroughly researched their topic for discussion.

In most cases students used vocabulary and grammatical structures that were appropriate to the setting and register. Some errors occurred but these did not interfere with students' intended meaning. Most students were able to correct their own mistakes; they used effective repair strategies and showed confidence in doing so.

As in previous years, the most common grammatical mistakes were noun and adjective declinations and verb conjugation, and the use of inappropriate, informal language when addressing assessors (*wiesz*).

All students pronounced key vocabulary and utterances with sufficient sound, clarity and stress to be intelligible or responded appropriately to requests for clarification.

Many students adopted good communicative strategies, and were well prepared for their presentation.

Many students used visual materials to support their presentation. Students are reminded that objects with minimal language such as photographs, diagrams and maps may be brought to support Section 2. Notes and cue cards are not permitted.

SPECIFIC INFORMATION

The manner of delivery in both sections was generally very good. Overall, the accuracy and level of appropriateness in relation to the use of vocabulary, grammar structure and pronunciation were very good.

Section 1 – Conversation

Nearly all students participated effectively and confidently in conversations with changing topics. They managed topic changes well.

The majority of students demonstrated a very good or an excellent level of understanding and responded to assessors' questions with a relevant and wide range of personal information or opinions. They opened the conversation appropriately using greetings.

The majority of students maintained the exchange by using appropriate interaction strategies; for example, taking turns, giving feedback, seeking clarification or asking follow-up questions. They accurately used some common idiomatic expressions.

The level of language used was good, and students demonstrated very good skills in self-correction. Although the majority of students were very confident in this section, few students were able to advance the conversation adequately, which restricted their ability to deal with the content and interact with the assessors. They used limited vocabulary and inappropriate grammatical structures.

Section 2 – Discussion

The majority of students delivered a well-structured, coherent oral presentation on their Detailed Study. This year the most popular topics were 'The Polish places dear to my heart' and 'Polish people who have influenced me'.

Students used a variety of resources when researching their Detailed Study (the internet, books, magazines, personal diaries, etc.).

Most topics were introduced successfully and many were very well developed. Many students were well prepared for the discussion on their chosen topic, and were open and eager to express their own knowledge and opinions. Some students expressed their viewpoints with supporting evidence and gave their own opinions.

2013 Examination Report



Most students used an appropriate structure, with a clear sequence of introduction, content and conclusion. They delivered clear facts, statements or viewpoints and were able to substantiate these, if required, in the Discussion.

Most students linked their main ideas logically and cohesively and responded appropriately to questions.