



Oral component

GENERAL COMMENTS

Students were well prepared for the 2004 oral examination and knew what was expected of them. Most students were able to initiate and participate in the conversation naturally, and interacted naturally with the assessors. Students should remember to use the polite 'you' form (vy) when addressing the assessors, as this was still a repeated mistake in both sections of the oral examination.

SPECIFIC INFORMATION

Section 1 – Conversation

Students were confident, ready to expand on questions and had no difficulty with fluency when talking about their family. When talking about everyday topics, assessors gave special consideration to effective use of the available time. There is no need to give the names and ages of all family members; rather students should describe them in a way that shows the student's full range of vocabulary. For example, instead of saying 'I have one brother. My brother's name is Paul. He is 13 years old,' a more interesting and sophisticated sentence, such as the following, would demonstrate the full extent of their vocabulary: 'I have a younger brother whom I get along with very well.'

Students are required to use examples to support their ideas and opinions, and this criterion was not always met.

Section 2 – Discussion

Capacity to maintain and advance the exchange appropriately and effectively

Students' introductions were generally good, but they need to understand that the one-minute introduction should not be used to express a point of view, but rather to introduce the topic of their detailed study and to indicate the focus of the study. Students should also alert the assessors to any articles they have brought with them to support their stance.

Relevance, breadth and depth of information, opinions and ideas

Students must study at least three Czech texts when preparing their detailed study. This should enable students to explore and compare aspects of the language and culture of the Czech-speaking community. In the discussion, students should support their opinions with evidence from the texts studies.

Accuracy, range and appropriateness of vocabulary and grammar and clarity of expression

There were no major problems with grammar or pronunciation. Students used good repair strategies, but they sometimes forgot to use the polite form of verbs when addressing the assessors.