



## Oral component

### GENERAL COMMENTS

In general, students spoke without major difficulties, and were able to continue the conversation and discussion without much assistance from the assessors.

### SPECIFIC INFORMATION

#### Section 1 – Conversation

##### Capacity to maintain and advance the exchange appropriately

Most students gave extended responses and elaborated willingly. The Conversation should be a natural and relaxed interaction as students are asked about familiar matters such as family and friends, school, their interests and contact with the Czech Republic.

Students should be encouraged to think of ways in which they can expand on their answers and techniques for carrying the conversation forward. This would perhaps give them an advantage in leading the conversation towards their preferred topic. Students need to go beyond the basic answers to assessors' questions by adding interesting facts and their opinions where appropriate.

##### Accuracy of grammar and vocabulary

All students had some problems with grammar, ranging from the occasional mistake to more significant and frequent problems. Although most students used appropriate vocabulary and grammar, they would do well to try to extend their range beyond simple, everyday language. Students should avoid translating phrases directly from English. For example, *Chodíme/Jdeme do České republiky* should be *Jezdíme do České republiky*, and *Má tři let* should be *Jsou jí/mu tři roky*.

#### Section 2 – Discussion

##### Capacity to maintain and advance the exchange appropriately

Although the Discussion should not be a monologue, some students had prepared a report on their topic. Students were required to introduce and present their resources in approximately one minute, and the introductory statement should be carefully prepared in advance. There were still students who exceeded the time limit because they were presenting learnt blocks of information. Students who practised answers to possible questions and spent the allocated 15 hours preparing their Detailed Study were able to respond quickly and smoothly to specific questions.

##### Relevance, breath and depth of information, opinions and ideas

This criterion demands that students refer to their sources/texts. Students must note that this criterion includes incorporating opinions with reasons, examples, evidence and new ideas. Many students gave reasons for their opinions and referred to their sources; however, some failed to do so and instead spoke only from personal experience, especially when their topic was related to sport as their hobby.

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

As the introduction is prepared beforehand, assessors expect that it will contain correct vocabulary and grammar. There were no major problems with grammar or pronunciation. Students demonstrated good control of the language and pronunciation and were able to maintain a fluent tempo.