2019 Polish (continuers) Subject Assessment Advice

Overview

Subject assessment advice, based on the previous year’s assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

School Assessment

Assessment Type 1: Folio

The Folio (50%) included at least 3 assessments: interaction, text production and text analysis.

The more successful responses commonly:

* engaged in spontaneous oral interactions, discussing a range of topics and demonstrating a depth and breadth of knowledge
* created a text which responded to the context, audience, and purpose, adhered to the conventions of the text type and displayed the required kind of writing
* interpreted the meaning of text(s) and analysed both the cultural and linguistic elements of the text(s), as well as reflecting on how cultures, beliefs, values, practices, and ideas are represented and/or expressed.

The less successful responses commonly:

* used formulaic expressions and provided limited information in responses to questions asked in the oral interaction
* demonstrated little or no depth of analysis and reflection.

Assessment Type 2: In-depth Study

Topics presented included a wide range mainly from the two prescribed Themes: Polish-Speaking Communities and The Changing World.

The more successful responses commonly:

* demonstrated comprehensive evidence of research and used a wide of variety of sources
* explored the topics in-depth and answered well formulated questions, e.g. How and why did this composer become such an important national figure?
* showed their understanding of the interdependence of language, culture, and identity related to the chosen topic of the in-depth study
* delivered an oral presentation that was natural and not over-rehearsed, and included strategies, such as rhetorical questions, to engage the audience
* displayed evidence in the reflection of thorough analysis of the topic, as well as the student’s own learning in relation to the language and cultural aspects of the subject studied.

The less successful responses commonly:

* often used formulaic and repetitive responses with limited vocabulary
* depth of treatment of ideas was limited
* frequently paused for extended periods of time when speaking and presented information orally with limited fluency and correct pronunciation.

External Assessment

Assessment Type 4: Examination

The examination consists of two assessments: an oral examination and a written examination.

Oral examination

The students’ responses ranged between excellent and good. Besides the general information content, the responses contained students’ own experiences, impression and opinions.

The more successful responses commonly:

* included an extensive amount of detail about the student’s personal world — their life, family, friends, and interests and aspirations
* flowed freely and naturally as the conversation developed
* were supported with objects such as photographs and maps
* were able to reflect in depth on the chosen topic
* demonstrated a sound understanding of the questions asked and, if uncertain, were able to ask clarifying questions in Polish
* used a wide variety of vocabulary, linguistic structures, and correct pronunciation
* provided concrete examples to support ideas and opinions, e.g. facts and statistics identified from the breadth of research.

The less successful responses commonly:

* used formulaic and short, limited responses only, limiting the natural flow of conversation
* demonstrated a limited ability to discuss their in-depth study topic with limited or no justification of their opinions
* included basic grammatical and pronunciation errors, but generally did not impede meaning or alter context

Written Examination

Section1: Listening and Responding — Part A

Question 1(a)

The more successful responses commonly:

* successfully identified the purpose of the train station announcement.

The less successful responses commonly:

* identified some relevant information.

Question 1(b)

The more successful responses commonly:

* successfully identified options that were offered.

The less successful responses commonly:

* identified some relevant information.

Question 2(a)

The more successful responses commonly:

* successfully and correctly identified and provided information what people can do at the event.

The less successful responses commonly:

* identified some relevant information.

Question 2(b)

The more successful responses commonly:

* fully identified and successfully explained the meaning of the phrase ‘Nie święci garniki lepią’ in the text
* supported their answer with correct examples from the text.

The less successful responses commonly:

* provided limited explanation of the meaning
* supported their answer with limited examples from the text.

Question 3(a)

The more successful responses commonly:

* successfully identified what Marysia asked of her older brother, Adam.

The less successful responses commonly:

* identified some relevant information.

Question 3(b)

The more successful responses commonly:

* fully identified and successfully provided a comprehensive justification of the relationship between the siblings
* supported their answer with correct examples from the text.

The less successful responses commonly:

* identified some relevant information
* supported their answer with limited examples from the text.

Section1: Listening and Responding — Part B

Question 4

The more successful responses commonly:

* fully explained Mrs Leo’s dilemma.

The less successful responses commonly:

* identified some relevant information.

Question 5(a)

The more successful responses commonly:

* fully identified the purpose of the text.

The less successful responses commonly:

* identified some relevant information.

Question 5(b)

The more successful responses commonly:

* fully identified and successfully explained the four persuasive techniques that were used in the text
* supported their answer with correct examples from the text.

The less successful responses commonly:

* identified only some of the persuasive techniques
* supported their answer with limited examples from the text.

Question 6(a)

The more successful responses commonly:

* successfully identified the speakers and their roles.

The less successful responses commonly:

* identified some relevant information.

Question 6(b)

The more successful responses commonly:

* provided a full and comprehensive summary of the female speaker’s views on netiquette.

The less successful responses commonly:

* provided a limited summary of the female speaker’s views on netiquette.

Section 2: Reading and Responding – Part A

Question 7(a)

The more successful responses commonly:

* successfully identified and displayed comprehensive understanding of the techniques used to encourage people to attend the event.

The less successful responses commonly:

* provided limited understanding of the techniques used to encourage people to attend the event.

Question 7(b)

The more successful responses commonly:

* successfully identified and displayed comprehensive understanding of why amber attract/attracted people.

The less successful responses commonly:

* identified some relevant information.

Question 8

The more successful responses commonly:

* fully identified and comprehensively explained the author’s emotions and feelings
* supported the answer with relevant evidence from the text.

The less successful responses commonly:

* demonstrated a limited explanation of the author’s emotions and feelings
* provided no support of the answer.

Section 2: Reading and Responding – Part B

Question 9

The more successful responses commonly:

* demonstrated an excellent understanding of the whole text
* successfully responded to the stimulus text and information, questions and requests mentioned within it
* manipulated language authentically and creatively to meet the requirements of the task
* organised information and ideas logically and in accordance with the required text type conventions.

The less successful responses commonly:

* demonstrated a limited understanding of the text
* provided limited response to the content of the stimulus text
* displayed limited accuracy in grammar, spelling and vocabulary.

Section 2: Writing in Polish

Question 10

The more successful responses commonly:

* demonstrated breadth and depth in the treatment of relevant information, ideas, and opinions on the topic of the meaning of friendship
* demonstrated extensive knowledge and understanding of vocabulary and sentence structures
* included more complex sentences using correct grammar
* used mostly correct case endings and spelling
* used mostly appropriate prepositions
* demonstrated the ability to manipulate language authentically and creatively to meet the requirements of the task and text type: blog
* demonstrated the ability to sequence and structure ideas and information coherently and effectively when expressing an opinion.

The less successful responses commonly:

* demonstrated a limited understanding of writing a blog with their opinion on the topic of what the real friendship means
* demonstrated a basic knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax
* included single words and set formulae to express most of the information.

Question 11

The more successful responses commonly:

* demonstrated breadth and depth in the treatment of relevant information, ideas, and opinions on the topic of suggesting to the Polish friend of what to visit and see in Australia
* demonstrated extensive knowledge and understanding of vocabulary and sentence structures
* included more complex sentences using correct grammar
* used mostly correct case endings and spelling
* used mostly appropriate prepositions
* demonstrated the ability to manipulate language authentically and creatively to meet the requirements of the task and text type: email (informal)
* demonstrated the ability to sequence and structure ideas and information coherently and effectively in order to express relevant and logical ideas about main tourist attractions in Australia.

The less successful responses commonly:

* demonstrated a limited understanding of writing an email (informal)
* demonstrated a basic knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax
* included single words and set formulae to express most of the information.

Question 12

The more successful responses commonly:

* demonstrated breadth and depth in the treatment of relevant information, ideas, and opinions when writing an imaginative story starting from the sentence: “*I opened the door and to my amazement ...”*
* demonstrated extensive knowledge and understanding of vocabulary and sentence structures
* included more complex sentences using correct grammar
* used mostly correct case endings and spelling
* used mostly appropriate prepositions
* demonstrated the ability to manipulate language authentically and creatively to meet the requirements of the task and text type: imaginative story
* demonstrated the ability to sequence and structure ideas and information coherently and effectively in order to express relevant and logical ideas.

The less successful responses commonly:

* demonstrated a limited understanding of writing a story
* demonstrated a basic knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax
* included single words and set formulae to express most of the information.