# 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

The Moderation process confirmed the teachers’ successful application of performance standards. It was clear from the evidence provided that teachers applied performance standards appropriately and accurately when deciding about the students’ quality of learning.

Students were able to successfully demonstrate their knowledge, skills and understandings through the use of skilful task designs.

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 writer 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 telephone message

The less successful responses commonly:

* identified some relevant information.

Question 1(b)

The more successful responses commonly:

* successfully and correctly identified and provided information about the issues that Ala has with her sister

The less successful responses commonly:

* identified some relevant information.

Question 2

The more successful responses commonly:

* fully identified and successfully explained the five 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 3(a)

The more successful responses commonly:

* correctly identified when the speech is taking place
* supported their answer with correct evidence from the text.

Question 3(b)

The more successful responses commonly:

* provided a comprehensive explanation of why the speaker said: ‘We will not forget about this place’

The less successful responses commonly:

* provided a limited explanation of why the speaker used the phrase.

**Part B**

Question 4

*The more successful responses commonly:*

* comprehensively explained how the librarian dealt with the situation that arose

*The less successful responses commonly:*

* provided a limited explanation

Question 5(a)

The more successful responses commonly:

* identified that Karol was a high school student
* supported the answer with relevant evidence from the text.

The less successful responses commonly:

* displayed evidence of limited understanding of who Karol was
* supported the answer with incorrect or limited evidence from the text.

Question 5(b)

The more successful responses commonly:

* explained correctly how the speaker encouraged listeners to participate in the campaign

The less successful responses commonly:

* provided limited explanation with brief answers.

Question 6

The more successful responses commonly:

* provided a comprehensive comparison of attitudes of the interviewer and Mr Jan Potocki to autonomous cars
* supported the answer with correct and extensive evidence from the text.

The less successful responses commonly:

* provided a limited comparison of attitudes
* provided limited evidence from the text.

**Reading and Responding**

Part A

Question 7

The more successful responses commonly:

* identified correctly the message of the text
* explained correctly and extensively how the author conveyed the message
* supported the answer with relevant evidence from the text

The less successful responses commonly:

* demonstrated a limited explanation of how the author conveyed the message
* identified some relevant information.

Question 8(a)

The more successful responses commonly:

* successfully analysed how credible the text was
* correctly justified the answer

The less successful responses commonly:

* the analysis was limited
* provided no support of the answer.

Question 8(b)

The more successful responses commonly:

* successfully summarised the opinions expressed by the author

The less successful responses commonly:

* provided a limited summary of the opinions.

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.

**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 how to reduce environmental pollution
* 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: text of speech
* demonstrated the ability to sequence and structure ideas and information coherently and effectively in order to express relevant and logical ideas on the topic of ‘How to reduce environmental pollution’.

The less successful responses commonly:

* demonstrated a limited understanding of writing a text of speech on the topic of reducing environmental pollution
* 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 president of local Polish club to organise a Polish festival in a local community
* 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: formal letter
* demonstrated the ability to sequence and structure ideas and information coherently and effectively in order to express relevant and logical ideas about organising a festival
* referred to recently taking part in a cultural festival in Poland.

The less successful responses commonly:

* demonstrated a limited understanding of writing a formal letter
* 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 on the topic of writing an article for an online youth magazine presenting opinions of social media
* included examples to justify their opinion
* made use of persuasive language when presenting their opinions on the topic
* 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: article
* demonstrated the ability to sequence and structure ideas and information coherently and effectively in order to express relevant and logical ideas when presenting an opinion.

The less successful responses commonly:

* demonstrated a limited understanding of writing an article
* 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.