

Polish (continuers)

2014 Chief Assessor’s Report

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## Overview

This report provides general information and feedback on the written examination.

For general information and feedback on school assessment and the oral examination, please refer to the Nationally and Interstate Assessed Languages at Continuers Level Chief Assessor’s Report on the subject minisite.

## External Assessment

Written Examination

This year’s examination paper gave students a good opportunity to demonstrate their knowledge and skills in using Polish language. Almost all students attempted to answer every question in all sections of the paper.

In this year’s examination, students had the opportunity to apply their language skills, intercultural knowledge, and understanding using the Polish language. Most students were able to demonstrate their skill in listening to spoken texts by analysing and interpreting the meaning conveyed. The majority of students identified and explained the meaning of the texts and were able to express ideas and information in Polish.

Students are reminded to write legibly. As general advice, students are reminded to focus on reading the questions carefully and analysing the content and, if appropriate, providing more than one example.

Section 1: Listening and Responding

**Part A**

Question 1

The majority of responses were correct and provided enough evidence that Matylda and Anetka are good friends to receive full marks. A small number of students did not demonstrate a thorough understanding of the text as they did not provide enough evidence.

Question 2

1. The majority of students responded correctly and were able to name the concern that the grandmother had raised with Kasia.
2. Most students provided good responses to this question. Those students who listed, described, and named Kasia’s change of attitude during the conversation and provided evidence of this from the text, were awarded full marks.

Question 3

1. Most students understood the text well. Those students who responded correctly and provided sufficient evidence from the text to support their answer were awarded full marks.
2. The majority of students responded well. The most successful students provided enough evidence from the text to support the assertion that Baczynski was a valued poet, including information about his poetry and its relevance to war.

Part B

Question 4

The majority of students understood the text well and most responses were good. The responses that received full marks listed sufficient evidence from the text, including rhetorical questions and linguistic features such as the use of imperatives, adjectives, and a positive description of the products.

Question 5

The majority of students understood the text well and, therefore, provided excellent responses. The responses that attracted full marks compared Marlena’s and Piotr’s opinions successfully and provided evidence of same, and also noticed Marlena’s change of heart at the end of dialogue and provided evidence to back this up.

Question 6

1. The majority of responses attracted full marks as students were able to successfully describe the function of the invisible key.
2. The majority of students understood the text well and were able to respond to the question successfully. Students who were awarded full marks were able to list the advantages and disadvantages of the invisible key technology and differentiate between them.

Section 2: Reading and Responding

Part A

Question 7

1. Mostly good and full responses.
2. Most responses provided a detailed analysis of Mr Starski’s personal and professional attitude to graffiti. Complete answers provided in-depth and sufficient analysis as well as appropriate evidence from the text.

Question 8

1. Generally good responses. The responses that attracted full marks listed and described the role of graffiti in the 70s as well as during World War II.
2. Mostly good comparative analysis of the two texts. Students who were awarded full marks were able to focus on how graffiti is regarded now, drew correct and sufficient information from both texts, and were able to analyse the extracted information to justify their answer.

Part B

Question 9

Most responses were very good to excellent. Students whose responses were based on the text but went beyond it and were able to work independently from the text were awarded higher marks. In addition, responses that adhered to the features of the text type (email) such as an appropriate salutation and ending for writing to an adult and paragraphs written without grammatical mistakes, were also generally more successful.

Section 3: Writing in Polish

The more successful responses to questions in this section adhered to the features of the text type and the purpose of the response, and used grammatically correct language. Most responses indicated a good vocabulary.

Common mistakes included: spelling (soft and double consonants: ć, cz, ś, sz, etc.), declinations, past tense, and Anglicisms. Despite these mistakes, the meaning of responses was not impeded and students were able to convey their message, opinions, and feelings successfully.

Students are reminded to read the questions carefully, adhere to the features of required text type of the response, and check their spelling and grammar after completing their response.

Question 10

Of the three questions, Question 10 was the least popular choice.

This question was generally interpreted well and the responses had excellent structure and logical sequence. Most responses also demonstrated very good language skills and excellent vocabulary. Occasionally students were translating directly from English; more successful students avoided this. Overall, the responses had a very good structure and included content that was relevant to the context.

Question 11

Most responses to Question 11 demonstrated good language skills and structure. The content of most responses was satisfactory. Most successful responses focused on the Polish celebration and reflected on the significance of celebrating Polish customs and traditions in Australia. The best responses included extensive description and reflection. Students are reminded to carefully read all parts of the question and answer accordingly.

Question 12

Most students who chose this question responded well, persuading the principal to reconsider his decision. Most successful responses used:

* correct structure for a formal letter, including appropriate salutation and ending
* correct grammar and sentence structure, including appropriate vocabulary and avoiding colloquialisms
* appropriate and logical arguments to try and persuade the principal to reconsider his decision, and appropriate justification of their arguments.

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