2020 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 students 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 demonstrated 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 students 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

A wide range of topics was presented, mainly from the two prescribed Themes: The Polish-Speaking Communities and The Changing World.

The more successful students 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 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 of thorough analysis of the topic, as well reflection on own learning in relation to the language and cultural aspects of the subject studied.

The less successful students commonly:

* often used formulaic and repetitive responses with limited vocabulary
* provided limited depth of treatment
* frequently paused for extended periods of time when speaking and presented information orally with limited fluency and sometimes incorrect 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
* included in depth reflection 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, minimal responses only, limiting the natural flow of conversation
* demonstrated a limited ability to discuss the in-depth study topic with limited or no justification of 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

The more successful responses commonly:

* successfully identified how the woman’s attitude change during the conversation – At first, she is annoyed because she cannot get a table without making a reservation and upset that she has to wait for an hour for a table to become available. “But that is in an hour!” She is happy when the waiter recommends that they wait at the bar and have a fresh juice or coffee in the meantime. “That is a good idea!”

The less successful responses commonly:

* recounted the event / interaction instead of analysing the woman’s attitude and how it changed.

Question 2(a)

The more successful responses commonly:

* successfully and correctly identified where Marek and his mother would sit – in the fourth row on the right, near the aisle.

The less successful responses commonly:

* identified some relevant information.

Question 2(b)

The more successful responses commonly:

* fully and successfully identified all of the conditions that were required for Marek’s mother to attend the show – a life for wheelchair access and wide space between the rows and parking spaces in front for disabled people.

The less successful responses commonly:

* identified some relevant information.

Question 3(a)

The more successful responses commonly:

* successfully explained why Magda was being interviewed – to introduce the 5th science competition for primary school children from the Science Centre.

The less successful responses commonly:

* provided limited explanation of the reason.

Question 3(b)

The more successful responses commonly:

* fully identified and successfully provided information about how the Centre was encouraging people to participate in the competition
* title: ‘Physics on the playground’ aimed at primary school students – make it sound fun
* different categories to provide for different interests/skill sets
* prizes that would appeal to young people
* ask parents and teachers to encourage their children to participate.

The less successful responses commonly:

* identified some relevant information.

Section1: Listening and Responding — Part B

Question 4(a)

The more successful responses commonly:

* fully identified and explained why Tomek called his mother – because he forgot his keys. He is locked out of the house and wants her to come and let him in.

The less successful responses commonly:

* identified some relevant information.

Question 4(b)

The more successful responses commonly:

* fully identified and successfully provided a comprehensive justification of how did Tomek’s mother feel about his request
* supported their answer with correct examples from the text. Possible responses include:
* she feels frustrated/annoyed/angry because this isn’t the first time Tomek has lost his keys and she is hoping that he might lean from the experience and not do it again
* she says ‘Again?’ “Like last time’; can’t come home from work because she is busy; doesn’t trust him to have looked for his keys properly ‘are you sure?”

The less successful responses commonly:

* identified some relevant information.

Question 5(a)

The more successful responses commonly:

* fully identified the purpose of the announcement – To present /open the final concert of young pianists, to inform about the reward and to explain that the audience needs to vote for their favourite performer
* supported their answer with details.

The less successful responses commonly:

* identified some relevant information
* provided limited details.

Question 5(b)

The more successful responses commonly:

* fully identified the three potential benefits for the performers – experience in performing in front of a large audience, to complete for the summer music scholarship to study abroad, to complete for the People’s Award of 3 months’ free tuition.

The less successful responses commonly:

* identified some relevant information.

Question 6(a)

The more successful responses commonly:

* fully explained why Kasia is grateful to Radek – because she has had a really hard week at work, covering for a sick colleague and Radek took time out to support her.

The less successful responses commonly:

* provided limited explanation.

Question 6(b)

The more successful responses commonly:

* fully identified and successfully provided a comprehensive justification of the relationship between Kasia and Radek Possible answers include:
* Kasia and Radel know each other well/They are friends:
* they greet each other with the work ‘Hi” which means they know each other
* Radek knows that food makes her feel better/cheers her up. She admits that he knows what makes her feel better
* Radek knows that Kasia is a vegetarian or likes vegetarian food
* she says, ‘you know me well’ or ‘I knew I could count on you’, which suggests that they have a good/close relationship
* Radek wasn’t to help Kasia, wants to cheer her up by suggesting going to vegetarian restaurant.
* supported their answer with correct examples from the text.

The less successful responses commonly:

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

Section 2: Reading and Responding – Part A

Question 7

The more successful responses commonly:

* fully identified and comprehensively explained why thermal pools are a major tourist attraction in Poland:
* Poland has the third most popular thermal pools in Europe; you can find them all over Poland – Aquapark (near Warsaw) is the largest indoor water park in Europe and some thermal pools are in the snowy mountains
* thermal water has minerals that have a positive effect on our heath. Bathing in hot, mineralised water has positive effects on your health and it “relaxes you wonderfully”
* each thermal pool is naturally heated, making them hot throughout the year. You can swim in an outdoor pool with hot water in the middle of winter and among snowy mountains
* each of the pools has a spa centre, hydro massage, water jets and many attractions for children
* supported the answer with relevant evidence from the text.

The less successful responses commonly:

* demonstrated a limited explanation
* provided no support of the answer.

Question 8

The more successful responses commonly:

* fully identified and successfully compared the use of language in Text 7 and Text 8.
* supported the answer with relevant evidence from each text. Some possible answers include:
* Text 7 is an article which uses formal language and a lot of positive descriptive language and superlatives, for example, ‘imagine bathing in a warm healing water’ ‘The middle of winter and the snow all around, and you having fun in hot water in the fresh air’, there’s nothing like it, imagine …, improves skin condition, relaxes you wonderfully’. Very persuasive – you want to be there. They use science to add weight to their argument e.g. names the minerals, from deep layers of the Earth’s crust, claims ‘positive effects on your health’. Use the weight of public opinion to sway the reader: ‘thousands of tourists’…
* Text 8 is personal blog written in the first person, which is also a persuasive text. But it tries to persuade by making unsubstantiated statements as though they were facts: in my opinion it’s the best so far, I love healthy water. It beats all others that are for sale on the internet, clear and healing mineral water is much better. The author also brings in an ‘expert’ e.g. ‘doctors claim it can cure you’ and science ‘it comes from the centre of the Earth’ to add weight to her argument.

The less successful responses commonly:

* demonstrated a limited identification of language features that were used in texts
* provided no support of the answer.

Section 2: Reading and Responding – Part B

Question 9 *- You have read this announcement and wished to take part in the competition. Write a letter to your school council, persuading them to let your school participate.*

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 *– These days, a university degree alone does not guarantee students a well-paid job. Write an article on this topic for a Polish university magazine.*

The more successful responses commonly:

* demonstrated breadth and depth in the treatment of relevant information, ideas, and opinions on the topic of finding a well-paid job by graduates
* 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 when expressing an opinion.

The less successful responses commonly:

* demonstrated a limited understanding of writing an article with their opinion on the topic of finding a well-paid job by graduates
* 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*- A youth group from Poland is planning a study tour of Australia. The students are looking for a guide while they are in your city. Write an email to your friend, explaining why you think they would be well suited to this position and encouraging them to apply.*

The more successful responses commonly:

* demonstrated breadth and depth in the treatment of relevant information, ideas, and opinions on the topic of suggesting the Polish friend why they would be well suited to a position of a local tour guide for a Polish youth group coming to 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 *– On the shore of the beach, there was a bottle with a letter inside. A surfer found the bottle, opened it, and read the message. Write the story of how her life changed after discovering the bottle.*

The more successful responses commonly:

* demonstrated breadth and depth in the treatment of relevant information, ideas, and opinions when writing an imaginative story about how a female surfer’s life has changed after discovering the bottle on the shore.
* 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.