

Polish (continuers)

2016 Chief Assessor’s Report

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## Overview

Chief Assessors’ reports give 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, the quality of student performance, and any relevant statistical information.

## School Assessment

Assessment Type 1: Folio

In accordance with the subject outline, all folios presented included at least one of each of the three assessments: interaction, text production, and text analysis. There was a wide variety of tasks presented, which allowed students to demonstrate evidence of their learning at the highest grades.

**The more successful responses**

* 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**

* 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 from the two prescribed themes set out in the subject outline: ‘The Polish-speaking Communities’ and ‘The Changing World’. There was a stronger focus on Second World War topics demonstrating both depth and comprehensive research skills.

Clear and comprehensive task designs with easy-to-follow descriptions provided opportunities for students to perform at all levels of the performance standards, including the highest level.

**The more successful responses**

* demonstrated comprehensive evidence of research and used a wide of variety of sources
* 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, as well as using appropriate humour
* 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**

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

## External Assessment

Assessment Type 3: Examination

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

Oral Examination

Students generally performed very well in the oral examination. Responses often contained information about students’ own experiences, impressions, and opinions and these were communicated effectively.

**The more successful responses**

* 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**

* used formulaic and short, limited responses only, limiting the natural flow of conversation
* demonstrated a limited ability to discuss their in-depth study topic
* included basic grammatical and pronunciation errors, but generally did not impede meaning or alter context.

Written Examination

The written examination in 2016 gave students a good opportunity to demonstrate their knowledge and skills in using and responding to texts in the Polish language.

Almost all students attempted to answer all questions in all sections of the examination. Most students demonstrated skills in comprehending, analysing, and identifying the relevant details when responding to texts. As general advice, students are reminded to focus on reading the questions carefully and analysing the content and, if appropriate, providing more than one specific example from the text(s). Students are also reminded to write legibly.

**Section 1: Listening and Responding, Part A**

Answers were required in English for Section 1, Part A.

*Question 1*

For part (a), most students correctly identified people waiting for a flight to Sydney as the audience for this text.

Many responses were awarded the full 4 marks for part (b). Some responses only identified three correct examples of how the passengers would be looked after, often overlooking the point that their luggage would be taken to the hotel on their behalf.

*Question 2*

Approximately 70% of responses successfully identified four different strategies that the speaker used to engage the audience, and supported them with examples from the text, which were often awarded the full 4 marks.

*Question 3*

Most responses successfully described the relationship between the two speakers and supported their answer with evidence from the text.

Some responses did not explain with enough detail that the daughter would improve her Polish language skills and would therefore speak Polish more easily and would be able to sing songs with her father, or that she took sightseeing trips to explore Poland following in her father's footsteps.

**Section 1: Listening and Responding, Part B**

Answers were required in Polish for Section 1, Part B.

*Question 4*

For part (a), the majority of responses identified the dog as the therapist.

For part (b), about half of the responses successfully identified the correct information and supported this with evidence from the text. The less successful responses only provided a partial answer, often giving only one example from the text.

*Question 5*

For part (a), most responses correctly identified that Andżelika wants her mother to drop off her artwork at her school as she forgot to take it with her in the morning.

Most responses to part (b) stated four ways that Andżelika tries to persuade her mother.

*Question 6*

Most responses to part (a) demonstrated evidence of understanding the significance of flowers to the tradition of St John’s Night.

For part (b), the majority of responses identified some relevant information and provided some detail. Only a few successfully understood the interviewer’s joke and explained its purpose.

Most responses to part (c) displayed a comprehensive understanding of why so many people attend the festival.

**Section 2: Reading and Responding, Part A**

For both texts, questions and answers were in English.

*Question 7*

Part (a) was answered well by most students. Some responses did not correctly identify that the audience is ecological tourists, that is, people who care about protecting the environment.

For part (b), most responses fully identified how a tourist can contribute to the protection of the environment, citing evidence from the text. Some responses misunderstood that part of the fees go towards the protection of local nature.

*Question 8*

For part (a), the majority of responses correctly compared the text type and the message of Text 7 and Text 8, and displayed a good understanding of the similarities and differences between the two texts. Some responses omitted to compare the text type.

Some responses to part (b) were able to identify four devices or techniques used by the author of Text 8 to convey the message and supported the response with evidence from the text. The most common techniques identified in responses included the use of clear opinions, rhetorical questions, and the use of punctuation.

**Section 2: Reading and Responding, Part B**

This question required a response in Polish.

*Question 9*

Most responses successfully demonstrated an understanding of the stimulus text, and formed a response that was appropriate and relevant to the context, purpose, and audience. The majority of responses successfully manipulated language structures and vocabulary in Polish to communicate their ideas effectively.

**The more successful responses**

* contained well-structured and sequenced information and ideas.

**The less successful responses**

* responded to only some of the questions, statements, comments, and specific information in the text; for example, they did not suggest alternative solutions to all of the problems identified in the letter and did not provide justification of their own comments and responses.

**Section 3: Writing in Polish**

Students had to answer one of the three questions in this section.

*Question 10*

**The more successful responses**

* demonstrated a breadth and depth in the treatment of relevant information and ideas
* showed evidence of an extensive range of vocabulary and sentence structures
* were able to manipulate language authentically and creatively
* sequenced and structured ideas and information coherently and effectively.

**The less successful responses**

* did not refer to the title of the story, ‘Where there’s a will, there’s a way’; however, most did highlight the achievements of Polish immigrants and the difficulties encountered
* did not discuss the pride aspect of the task
* did not adhere to the text type of a story.

*Question 11*

**The more successful responses**

* demonstrated a breadth and depth in the treatment of relevant information and ideas
* showed evidence of an extensive range of vocabulary and sentence structures
* were able to manipulate language authentically and creatively
* sequenced and structured ideas and information coherently and effectively.

**The less successful responses**

* demonstrated some difficulty in relaying information, ideas and opinions with any breadth and depth
* lacked the use of a range of persuasive techniques.

*Question 12*

**The more successful responses**

* demonstrated a breadth and depth in the treatment of relevant information and ideas
* showed evidence of an extensive range of vocabulary and sentence structures
* were able to manipulate language authentically and creatively
* sequenced and structured ideas and information coherently and effectively.

**The less successful responses**

* focused mostly on giving advice about a healthy lifestyle, and did not demonstrate adequate depth in the treatment of ideas when writing about how it has inspired them to live a healthy lifestyle.

## Operational Advice

School assessment tasks are set and marked by teachers. Teachers’ assessment decisions are reviewed by moderators. Teacher grades/marks should be evident on all student school assessment work.

All of the materials sent in for moderation were presented and packaged appropriately.

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