# 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. Interactions included oral presentations and discussions; text productions included articles and diary entries.

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 from all three prescribed Themes: The Individual, 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
* 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 commonly:*

* 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**

The students’ responses ranged between excellent to 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
* 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:

* demonstrated a very good understanding of the text
* provided at least one piece of evidence from the text to support their answer.

The less successful responses commonly:

* identified some relevant information.

Question 1(b)

The more successful responses commonly:

* successfully and correctly identified and provided justification of how Gośka tries to persuade Ewcia to come with her
* used examples from the text that were translated into English.

The less successful responses commonly:

* identified some relevant information.

Question 2(a)

The more successful responses commonly:

* fully identified why the book ‘W pustyni i w puszczy’ would make a great gift
* identified correct information the text.

The less successful responses commonly:

* partially identified why the book ‘W pustyni i w puszczy’ would make a great gift.

Question 2(b)

The more successful responses commonly:

* successfully identified Kasia’s role at the radio station
* supported the answer with correct evidence from the text.

The less successful responses commonly:

* provided inadequate evidence from the text.

Question 3(a)

The more successful responses commonly:

* correctly identified that Ela was worried about what her parents might say because she gave away the birthday cake that her mother had made.

Question 3(b)

The more successful responses commonly:

* provided a comprehensive identification of Ela’s father’s attitude towards her and how it changed throughout the conversation
* used correct and substantial evidence from the text to justify their opinion
* provided evidence form the text that was translated into English.

The less successful responses commonly:

* identified only some of the attitude changes
* provided limited evidence from the text.

Part B

Question 4

*The more successful responses commonly:*

* comprehensively explained the significance of the phrase ‘Nocą strasznie tu fajnie!’ in the context of the text.

*The less successful responses commonly:*

* provided explanation for only a part of phrase.

Question 5(a)

The more successful responses commonly:

* identified that the text was persuasive
* displayed evidence of comprehensive understanding of techniques used by the speaker to encourage listeners to volunteer
* supported the answer with relevant examples from the text.

The less successful responses commonly:

* displayed evidence of limited understanding of techniques used by the speaker
* supported the answer with incorrect or limited examples from the text.

Question 5(b)

The more successful responses commonly:

* explained correctly how the name of the organisation ‘Zielono Wszędzie’ is related to what it does.

Question 6(a)

The more successful responses commonly:

* provided a comprehensive and correct description of the relationship between the two speakers
* provided evidence of comprehensive analysis of evidence from the text.

The less successful responses commonly:

* described the relationship using limited justification
* provided limited information.

Question 6(b)

The more successful responses commonly:

* displayed a comprehensive understanding of why Janek says ‘W głowie się nie mieści!’.

The less successful responses commonly:

* translated the phrase literally and did not explain why Janek says it in relation to the text.

Reading and Responding

Part A

Question 7(a)

The more successful responses commonly:

* displayed a comprehensive understanding of what is unusual about this event.

The less successful responses commonly:

* demonstrated a summary of the text without explanation of what is unusual about this event
* identified some relevant information.

Question 8(a)

The more successful responses commonly:

identified and provided comprehensive justification of how the author conveys her attitude towards the topic discussed in the text

* included support of answers with relevant examples from the text.

The less successful responses commonly:

* identified partial or limited information
* provided limited or no support of the answer.

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 the film about multiculturalism
* 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: film review
* demonstrated the ability to sequence and structure ideas and information coherently and effectively in order to express relevant and logical ideas on the film about multiculturalism.

The less successful responses commonly:

* demonstrated a limited understanding of writing a film review on the topic of multiculturalism
* 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 legends and the roots
* 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: transcript of speech
* demonstrated the ability to sequence and structure ideas and information coherently and effectively in order to express relevant and logical ideas about Polish legends and how they link to people’s cultural roots.

The less successful responses commonly:

* demonstrated a limited understanding of writing the text of a speech on the topic
* 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 enquiry email about a job
* included a description of relevant experience and skills
* made use of persuasive language to convince the restaurant owner to employ them
* 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: job application
* demonstrated the ability to sequence and structure ideas and information coherently and effectively in order to express relevant and logical ideas when applying for a job.

The less successful responses commonly:

* demonstrated a limited understanding of writing a job application
* 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.