Stage 2 Polish (Continuers)

Assessment Type 2: In-depth Study

Reflective Response in English

Write a reflection about your experience in undertaking the In-depth Study.

In your response you may consider the following:

* How your research has increased your understanding of your topic
* How the research experience was similar to or different from your preconceptions
* How cultures, values and beliefs are represented in texts studied
* How your learning may have changed your thinking
* How you may use this experience in the future.

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| Theme | The Polish-Speaking Communities |
| Topic | Legends and Significant Historical Events |
| Aspect/Focus | The Katyń Massacre |
| Audience | Teacher |
| Text Type | Report |

Assessment Conditions

Task length: maximum 600 words in English

Task duration: 3 weeks

Task completion: homework, some class time will be allocated

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| Learning Requirements | Assessment Design Criteria |
| * analyse texts that are in Polish to interpret meaning * examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication. | Expression  E2 Coherence in structure and sequence   * organisation of information and ideas * use of the conventions of text types.   Interpretation and Reflection  IR3 Reflection   * reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts * reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied * reflection on own learning. |

For my in depth study, I chose to research the Katyń massacre. Before starting my research, I thought there would be more information on the Katyń Massacre online. I found, that a lot of information about Russia admitting to the mass murder and also how the media reacted to Katyń was limited. I had to look for media commentating about the massacre during World War 2, communism and after 1990, when the truth became official. Due to the fact Katyń was a secretive for this extended period of time (1945-1990) and still is to an extent, there was a lot of information missing between those years.

**Interpretation and Reflection**

Critical reflection on own learning.

My research has influenced my thinking about language, especially language involved in official reports. The language was much harder for me to understand, and I had to therefore spend more time learning and interpreting new words. There were a few words in the reports that I had not been exposed to until then. This is because Katyń is a darker, harder topic. The language reflects on the issue.

**Interpretation and Reflection**

Critical reflection on how values, beliefs, and ideas are represented in texts.

Practices were expressed in the texts studied. Katyń was kept a secret for a very long time; it was against the law for people like teachers to speak about it in public. Therefore, Katyń was spoken about only in households between family and friends. The truth was an important value to the Polish, and this is why the truth was not forgotten for the 50 years it was secretive.

This research has influenced my own understanding of the Katyń Massacre. I now have a greater understanding about Katyń, why it happened, as well as related topics such as communism and World War 2. It has changed my view on society, and it was surprising to find that the truth was only exposed in 1990. That's less than 20 years ago! In addition, it was surprising to find that Russia refuses to classify this action as a war crime or an act of genocide. A lot of documents have still not been revealed to this day. Furthermore, it is shocking to learn that the plan originally made by Stalin and carried out by the N.K.W.D went so smoothly and was a reserved, hidden topic for so long.

**Interpretation and Reflection**

Sophisticated reflection on own ideas and connections made with those explored in texts.

The in-depth study has increased my understanding of the Polish community. The truth was very important to them, and that is how it wasn't forgotten. In Adelaide, we have a memorial statue at Dom Polski. The statue was made in memory of Polish officers murdered by the Soviet N.K.W.D. This shows that even in places outside of Poland, this part of history will not be forgotten. It is a very sensitive topic, but it is one important to remember. Katyń is part of Polish history, and I value Polish history. I admire those who kept the truth out there with the risk of getting caught.

This in-depth study has benefitted me in that I have acquired knowledge of Polish and Russian history. I have read many official statements, reports and the official film, Katyń, and together the information has helped me gain knowledge and perspective about the mass murder. Throughout the film, I put myself in the character's shoes and gained knowledge on their feelings, emotional and physical pain. I truly became aware of how much of a tragedy this was for Poland.

**Interpretation and Reflection**

Critical reflection on own learning.

I will keep in mind that the truth shouldn't be hidden. From this part of tragic history, I learned that although the truth was hidden for so long and people wanted to keep it concealed, the truth survived and was exposed; the truth was carried on through generations and the Polish did not give up on their beliefs. This is an important value for me — it is essential that the truth persisted through the tough years. This knowledge about Polish history will stay with me for the rest of my life.

Additional Comments

This response is illustrative of an A grade and was used in clarifying forums in 2012.

Expression

* Information and ideas are organised logically and coherently.
* Writing style is appropriate to report format.

Interpretation and Reflection

* Mostly critical reflection on representation of ideas in texts:
* difficulties in accessing information in texts discussed
* thoughtful discussion of the sensitive and secretive nature of the event, and the resulting heightened fear of reprisals and limited public discussion
* insightful reflection on the Russian perception of the details of this event
* recognition of Katyń as a significant historical event outside Poland.
* Sophisticated reflection on own ideas:
* sophisticated reflection on the recent exposure of this event and how it has changed the student's personal view of society
* thoughtful reflection on the importance of truth and admiration of those people who risked their lives to reveal the truth
* empathetic discussion of own values and those portrayed in text and films to arrive at a conclusion as to the extent of the tragedy.
* Critical reflection on own learning:
* surprise at difficulty in locating information acknowledged
* development of the student's knowledge of the language explained and the connection between the complex nature of the topic and complex language discussed
* a greater awareness of Polish and Russian history acknowledged
* a greater appreciation of the value of truth and its significance to individuals and to groups discussed.

Performance Standards for Stage 2 Nationally Assessed Languages at Continuers Level

|  | Ideas | Expression | | Interpretation and Reflection |
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| A | *Relevance*  Responses are consistently relevant to context, purpose, audience, and topic.  Responses consistently convey the appropriate detail, ideas, information, and opinions.  Responses successfully create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Depth and breadth in the treatment of ideas, information, or opinions on familiar topics.  Effective elaboration of ideas and support of opinions.  Comprehensive evidence of planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Familiar vocabulary and sentence structures are used with a high degree of accuracy in familiar contexts.  Some errors when trying to use more complex structures, but errors do not usually impede meaning.  Effective use of a range of cohesive devices to connect ideas.  Expression consistently appropriate to the cultural and social context.  Fluent expression and effective use of intonation and stress, with mostly accurate pronunciation.  *Coherence in Structure and Sequence*  Information and ideas are organised logically and coherently.  Conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation*  Interaction is sustained on familiar topics with minimal input from the interlocutor. Interest and enthusiasm for the topic of conversation are conveyed highly effectively.  Use of a number of communication strategies to maintain interaction (e.g. using new vocabulary encountered during interaction, asking for repetition, affirming, self-correcting).  Responses to open-ended questions on familiar topics are quick, confident, and fluent. There may be some hesitation when dealing with unfamiliar topics. | *Interpretation of Meaning in Texts*  Thoughtful interpretation of texts containing familiar and unfamiliar language and content on a range of familiar topics.  Conclusions are drawn about purpose, audience, message (argument) of the text, and are justified with evidence from the text.  Concepts, perspectives, and ideas represented in the text are identified and explained with clarity and insight.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are explained clearly.  Ways in which stylistic features used for effect in the text (e.g. register, tone, textual features/organisation) are explained clearly.  *Reflection*  In-depth reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in the text.  Insightful reflection on own values, beliefs, ideas, and practices in relation to those represented in the text.  Thoughtful reflection on own learning. |
| B | *Relevance*  Responses are mostly relevant to context, purpose, audience, and topic.  Responses mostly convey the appropriate detail, ideas, information, and opinions.  Responses generally create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Breadth and some depth in the treatment of ideas, information, or opinions on familiar topics.  Generally effective elaboration of ideas, and some support of opinions.  Sound planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Familiar vocabulary and sentence structures are used with a sound degree of accuracy in familiar contexts.  Errors made when more complex structures are attempted may sometimes impede meaning.  Use of simple cohesive devices to link ideas.  Expression mostly appropriate to the cultural and social context.  Some degree of fluency. Responses are hesitant when dealing with unfamiliar contexts. Reasonably accurate pronunciation and intonation.  *Coherence in Structure and Sequence*  Mostly coherent organisation of information and ideas.  Most conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation*  Use of well-rehearsed language to maintain an interaction on familiar topics. Some reliance on input from the interlocutor to maintain interaction. Interest in the topic is conveyed effectively.  Use of a number of communication strategies to maintain interaction (e.g. responding to correction by the interlocutor, using prepared phrases to indicate lack of comprehension and ask for support).  Some fluency in responding to questions on familiar topics. Occasional silences because of lack of comprehension and time required to process more complex language. | *Interpretation of Meaning in Texts*  Key ideas represented in texts containing familiar language and familiar content are identified and explained.  Some conclusions are drawn about purpose, audience, message (argument) of the text, and supported with some relevant examples from the text.  Concepts, perspectives, and ideas represented in the text are generally identified and explained with some clarity.  *Analysis of the Language in Texts*  The functions of particular linguistic features in the text are identified and described. Cultural features in the text are recognised and described (e.g. idiom, rhetoric, expressions).  Stylistic features in the text are identified (e.g. register, tone, textual features/organisation).  *Reflection*  Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in the text.  Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in the text.  Some depth in reflection on own learning. |
| C | *Relevance*  Responses are generally relevant to the topic and purpose, with some relevance to context and audience.  Responses generally convey simple ideas and opinions, with generally appropriate information.  Responses generally create some interest and partly engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some variety in the treatment of information and simple ideas or opinions on familiar topics.  Simple sentences usually containing one idea are used with some effectiveness to convey meaning and support an opinion.  Competent planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of familiar vocabulary and sentence structures and well-rehearsed language to convey meaning. Structure often based on word order derived from English when attempts are made to elaborate.  Accuracy tends to be variable with some quite basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.  Often relies on one or two cohesive devices to link ideas.  Expression generally appropriate to the cultural and social context.  Some hesitancy in responding. Pronunciation and information are understandable.  *Coherence in Structure and Sequence*  Generally coherent organisation of information and ideas.  Some of the conventions of the text type are observed (e.g. can use rehearsed salutations). | *Capacity to Interact and Maintain a Conversation*  Use of well-rehearsed language to maintain an interaction by responding to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic is conveyed.  Often relies on the interlocutor’s sentence patterns to respond. Partial understanding of questions may lead to a response that is not relevant.  Responses may be hesitant and fluency is often confined to pre-learnt material. | *Interpretation of Meaning in Texts*  Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures.  Competent understanding of context, purpose, and audience, supported with isolated examples from the text.  Main concepts, ideas, and one or more perspectives in the text are identified, with some explanation.  *Analysis of the Language in Texts*  Particular linguistic and cultural features of the text are identified.  Particular stylistic features are identified.  *Reflection*  Some reflection on, with mostly description of, cultures, values, beliefs, practices, and ideas represented or expressed in the text.  Some reflection on own values, beliefs, ideas, and practices in relation to those represented in the text.  Some reflection on learning experiences. |
| D | *Relevance*  Responses partially relevant to the topic and purpose.  Responses convey some basic information that may be appropriate.  Responses include one or more elements of interest that may engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some basic treatment of information or ideas relating to simple aspects of familiar topics.  Simple sentences are used with partial effectiveness to convey an idea or opinion. Sentences may be short or incomplete  Some planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Reliance on learnt structures and formulaic expressions to convey meaning. Learnt vocabulary and structures are recombined to create simple sentences on very familiar topics.  The language produced contains frequent errors and only partially communicates what is intended. Responses may resemble literal translations from first language.  A cohesive device may be used with some effectiveness.  Expression occasionally appropriate to the cultural and social context.  Frequent hesitancy in responding. Pronunciation may impede meaning.  *Coherence in Structure and Sequence*  Responses tend to be a series of loosely connected sentences.  Inconsistent use of limited conventions of the text type. | *Capacity to Interact and Maintain a Conversation*  Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Interaction is maintained by input from the interlocutor. Some interest in the topic may be conveyed.  Utterances rarely consist of more than two or three words and there are frequent pauses, repetition, and inaccuracies.  Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. | *Interpretation of Meaning in Texts*  Keywords and some supporting detail are identified in texts dealing with familiar situations.  Some basic understanding of context, purpose, and/or audience.  Identification of one or more concepts or ideas, with specific information in the text transcribed rather than interpreted.  *Analysis of the Language in Texts*  One or more basic linguistic, cultural, and/or stylistic features are identified.  *Reflection*  One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in the text are identified.  One or more of own values, beliefs, ideas, or practices in relation to those represented in the text are described.  Learning experiences are recounted. |
| E | *Relevance*  Responses have limited relevance to the topic and purpose.  Responses attempt to convey some basic information with limited appropriateness.  Responses attempt to include an element of interest.  *Depth of Treatment of Ideas, Information, or Opinions*  Attempted treatment of simple information relating to one or more aspects of familiar topics.  Responses are brief and often rely on a keyword to attempt to convey basic meaning.  Attempted planning or preparation. | *Capacity to Convey Information Accurately and Appropriately*  Limited range of vocabulary and sentence structures, with use of single words and set formulaic expressions to convey basic information relating to familiar topics.  High incidence of basic errors that impede meaning, with evidence of the influence of syntax of English and/or other languages. Relies heavily on the dictionary. Incorrect or inappropriate selection of words.  Attempted use of a cohesive device, with limited effectiveness.  Limited appropriateness of expression.  Always or mostly hesitant in responding. Pronunciation may still be strongly influenced by first or different language and impedes meaning.  *Coherence in Structure and Sequence*  Responses are disjointed.  Attempted use of one or more conventions of the text type. | *Capacity to Interact and Maintain a Conversation*  Relies on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings.  Mostly single words are used to respond. Frequent misunderstandings of simple questions.  Frequent long pauses to process questions. | *Interpretation of Meaning in Texts*  Isolated items of information are identified in texts on familiar topics containing simple language.  Identification of a context, purpose, or audience.  Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).  *Analysis of the Language in Texts*  Attempted identification of a basic linguistic, cultural, and/or stylistic feature.  *Reflection*  One or more formulaic cultural expressions are identified.  One or more of own values, beliefs, practices, or ideas are identified.  Learning experiences are listed. |