

# Polish (continuers)

2009 ASSESSMENT REPORT

Languages Learning Area



Government  
of South Australia

**SACE**  
Board of SA

# **POLISH (CONTINUERS)**

## **2009 ASSESSMENT REPORT**

### **GENERAL COMMENTS**

In 2009, 104 students from five states — Western Australia, New South Wales, Victoria, Tasmania, and South Australia — sat for the Polish examination.

As in previous years, this year's examination paper gave students a good opportunity to demonstrate their language skills and knowledge.

Almost all students attempted to answer every question in all sections of the paper. There were many excellent responses and the standard of the students' language was comparable to previous years.

### **ORAL EXAMINATION**

Examiners commented that students' overall performance was slightly higher than in previous years. Generally the conversation was of a higher standard than the discussion.

#### **Section 1: Conversation**

Examiners reported that students were quite confident in the conversation. Students understood questions when first asked, and tended to give detailed responses. Some students spoke fluently, handling even complex structures and forms well.

Recurrent errors related to the declension of nouns and adjectives.

#### **Section 2: Discussion**

Many students displayed a genuine interest in their chosen topic. Most performed very well, showing not only a very good command of the Polish language, but also that they were thoroughly prepared.

The topics for discussion ranged from the concentration camps during the Second World War to famous people such as F. Chopin and H. Sienkiewicz, interesting towns in Poland, the Polish education system, migration, gliding in Poland, and Polish traditions.

Students who researched their topics well were able to discuss them in depth, comment on various aspects, express their own opinions, and refer to resources used. Many students prepared their topic thoroughly, basing their knowledge not only on written material, but also on interviews they conducted with their parents, grandparents, and friends.

In a few cases, however, students did not provide evidence of preparedness and research. These students gave rather superficial responses and used colloquialisms and everyday language, not having prepared the technical terms necessary for their topic.

## WRITTEN EXAMINATION

### Section 1: Listening and Responding

#### *Part A*

Most students demonstrated skills in comprehending, analysing, and identifying the relevant details.

#### Question 1(a)

Many students answered this part well. However, a substantial number focused on saying that Web Design Polska was looking for 'enthusiastic, young people straight from school', without saying why.

#### Question 1(b)

Students who achieved full marks for this question did not repeat elements from their first answer, but gave examples from the text to support their answer.

#### Question 2(a)

This question was generally answered very well. However, some students misunderstood 'w imieniu mamy' for 'mamy imieniny', that is, 'on behalf of Mum' for 'Mum's birthday'.

#### Question 3(a)

Students are reminded to read the questions carefully — many responses described Alex but did not answer the question 'why?'

The markers also reported that instead of describing Alex as entrepreneurial or innovative, students thought that Alex was cunning, deceptive, and lazy. The word lazy is probably the word that least describes someone who has started their own successful home shopping business at the age of 16. This shows that some students did not understand the language despite the easy form used in this text. Nevertheless, many students performed well in this question.

#### Question 3(b)

Some students repeated information that they had used to answer the previous question.

#### Question 4(a)

Nearly all students answered this part correctly.

#### Question 4(b)

Nearly all students answered this part correctly.

#### Question 4(c)

Most students did quite well in this question. It was clear that they understood the question well, and they used examples from the text very effectively. The most

common oversight was that students did not make the final connection that Alex should take into consideration his parents' views.

### **Part B**

#### Question 5(a)

Most students answered this question correctly. Many students mentioned that Agnieszka gave up something that was most valuable to her and that others should follow her example.

#### Question 5(b)

Most students did relatively well with this question, but only a few mentioned Agnieszka's plans to 'do the same with any future medals she wins'.

#### Question 6(a)

Most students performed reasonably with this question, but few answered it completely. The most successful answers detailed all the vocabulary persuading the shoppers.

#### Question 6(b)

This was one of the best answered questions. Most students received full marks.

## **Section 2: Reading and Responding**

### **Part A**

#### Question 7(a)

Most students did well with this question, although few mentioned removing the coach wheels so that guests had to stay longer.

#### Question 7(b)

Most students answered this question well, although few mentioned the table with bread and salt on it ready for guests.

#### Question 8(a)(i)

Most students answered this question very well; however, some did not mention the family aspect.

#### Question 8(a)(ii)

Most students answered this question very well.

#### Question 8(b)

Almost all students answered this part correctly.

#### Question 8(c)

This part was not answered well. Although students realised the difference in era, not many mentioned the different styles of the text, that is, that one is more factual and the other is more personal. Nevertheless, some students scored full marks.

#### Question 8(d)

Not many students answered this question well. They did not explore the question enough, and made broad, general statements. Many misinterpreted the proverb, while the occasional student took a religious angle.

### **Part B**

#### Question 9

Most students answered this question extremely well. The answers were very interesting and innovative. The text encouraged them to use their imagination and reflect on various aspects of life. Answers included letters from a single mother with children who could not sleep with the lights on and the noise on the street; elderly neighbours with insomnia; and even a business person, who writes that her business on the street goes well without additional costs, lights, and noise. There were infrequent examples of students forgetting to mention that they were responding to a previous letter to the editor, and wrote to Kasia, the sender. A few students forgot to mention anything about the actual Christmas lights.

### **Section 3: Writing in Polish**

This section consisted of three topics. The most popular were Questions 12 and 10 followed by Question 11. Most answers used English sentence structure. The most successful responses paid attention to correct spelling and grammar, showed a good use of vocabulary, used the correct text type, and stayed within the word limit. Students are reminded to write legibly.

#### Question 10

There were many very good and interesting answers. The most successful answers were from students who read the instructions carefully. They discussed both the negative and the positive sides of the technology.

Very few students did not score well. In these cases students did not read the instructions carefully, did not structure/format their answer in the required form, did not title their work, did not sign, and did not make use of paragraphs.

#### Question 11

This question required students to write a report for a local newspaper on the difficulties that Polish migrants faced when they emigrated from Poland and how they adapted to their new life in a 'foreign' country.

Nearly all students did well; however, the responses were not as good as the responses for Questions 10 and 12. Excellent answers showed a good command of language, could connect the interviewers' statements with their own comments, and could convert direct speech into indirect speech.

## Question 12

The text type, a journal entry, did not pose any problems for most students. However, a number of journal entries lacked a date, had a salutation 'Drogi pamiętniku' ('Dear Diary') or had a signature at the end. Often it was confused with a letter.

Many students seemed to 'invent' their own festivals. Again, they did not follow the instructions completely.

National Chief Examiner  
Polish (continuers)