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Polish Continuers

2015 Chief Assessor’s Report

# Polish (continuers)

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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.

This report provides general information and feedback on the written examination for this subject. For general information and feedback on school assessment and the oral examination for this subject, please refer to the Nationally and Interstate Assessed Languages at Continuers Level Chief Assessor’s Report on the subject minisite.

## External Assessment

## Assessment Type 3: Examination

Written Examination

This year’s written examination provided students with the opportunity to successfully demonstrate their knowledge and skills in using Polish language, coupled with an intercultural understanding.

Most students demonstrated skills in comprehending, analysing, and identifying the relevant details in all sections of the examination. Students are reminded to write legibly. As general advice, students are reminded to focus on reading the questions carefully, analysing the content, and, if appropriate, providing more than one example.

Section 1: Listening and Responding

Part A

Question 1

1. The majority of responses correctly identified the purpose of the text as that of advertising a restaurant.
2. Responses to this question were generally very good. Students who correctly identified what the restaurant was offering and provided specific examples from the text were awarded full marks.
3. In general, responses that identified the intended audience as people who like Polish food, Polish people, or people who speak Polish, and justified the answer with appropriate evidence from the text were awarded full marks.

Question 2

1. Students generally displayed a good understanding of the text and responded correctly by identifying why Grunwald is famous. Occasionally, the word *bitwa* (battle) was mistranslated as ‘war’. Students are encouraged to use bilingual dictionaries to check the meaning of specific vocabulary. The most successful responses were those that identified that the town of Grunwald is famous because it is the site of one of the biggest battles of the Middle Ages in European history (1410) and that now a popular reconstruction of that battle is staged there each year.
2. Responses that correctly analysed and identified how the speaker tries to persuade the audience to attend the event, while providing evidence from the text to support their response were awarded full marks.

Question 3

1. The text was understood well and responses correctly identified that Filip’s aunt wants him to go with her to a parade in the city and/or to take a break from his studies.
2. The majority of students provided a good response to this question. The most successful responses included detailed evidence from the text.

Part B

Question 4

1. The majority of students understood the text well and most responses were excellent. The most successful responses identified the speaker as Piotruś’s mother and supplied evidence from the text to justify this answer.
2. Most responses correctly identified the three things the speaker feared and were awarded full marks.

Question 5

1. Responses that identified the shopping centre as the place where the interview is taking place were awarded a mark.
2. Most responses correctly identified what the interviewer was trying to discover. The responses that also provided specific examples from the text were most successful.
3. Good responses demonstrated an understanding of the phrase *Pan chyba żartuje!* in the context of the text and supported the answer with evidence from the text.

Question 6

1. The majority of responses attracted full marks because students successfully outlined why Poland’s victory was so significant to the fan.
2. The text was well understood and most responses were successful. Responses that were awarded full marks described how the fans demonstrated their support for the Polish team based on the information in the text.

Section 2: Reading and Responding

Part A

Question 7

1. Most students gave good and full responses. Responses that correctly identified ‘families with teenagers’ or ‘parents and teenagers’ as the intended audience for this text and supported their answer with appropriate evidence from the text were awarded full marks. Students are advised to provide a detailed response rather than referring to paragraph numbers.
2. Most responses were good. Responses that correctly explained the meaning of *wojna domowa* in the context of this text were awarded full marks.

Question 8

1. Responses to this question were generally good. Responses that explained why Agatka describes the situation as *trudna* and identified that Agatka has a communication problem with her parents that she doesn’t know how to solve were awarded full marks.
2. Most responses identified Agatka’s problem and provided a good analysis of Agatka’s parents. Responses that were awarded full marks were able to identify the relevant advice in Text 7 and evaluate whether the advice would be useful to Agatka.

Part B

Question 9

Responses to this extended-response question were varied in their strength. Those that were based on evidence from the text but went beyond it to make connections independently while still maintaining relevance and expressing an informed opinion on the issue raised in the text were awarded the most marks.

In addition, responses that adhered to the features of the text type (blog) and included structural features such as paragraphs and correct grammar and syntax were generally more successful.

Section 3: Writing in Polish

Of the three questions provided as options in this section, Question 11 was the most popular choice and Question 12 the least popular choice. The most successful responses adhered to the features of the text type and purpose required by the question and used grammar and linguistic features correctly. Most responses demonstrated a good vocabulary.

Some common errors that were made included: spelling (soft and double consonants: ć, cz, ś, sz, etc.), declensions, and incorrect use of past tense and Anglicisms. However, when errors were made, the meaning was usually clear and students were able to convey their message, opinions, and feelings successfully.

Students are reminded to read the questions carefully, adhere to the features of the text type required, and take the time to edit their response, checking for correct spelling and grammar.

Question 10

Few students chose this question. Responses that adhered to the text type of an interview and included the successes and failures of a famous Polish person were most successful.

Question 11

Most responses for Question 11 demonstrated good use of language and structural elements of the text type. The content of most responses was good. The most successful responses focused on providing advice and discussing the pros and cons of each option. The best responses included extensive advice and analysis of the options and the dilemma. Students are reminded to pay attention to grammar and spelling, and to avoid using rude colloquial words in this context. There was a wide range of relevant and appropriate vocabulary used.

Question 12

Few students chose this question.

## 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.

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