

Polish (continuers)

2013 Chief Assessor's Report



Government
of South Australia

SACE
Board of SA

POLISH CONTINUERS

2013 CHIEF ASSESSOR'S REPORT

OVERVIEW

This report provides general information and feedback for the written examination.

For general information and feedback regarding school assessment and the oral examination, 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 paper gave students a good opportunity to demonstrate their knowledge and skills in Polish. Almost all students attempted to answer every question in the paper.

Most students demonstrated skills in comprehending, analysing, and identifying relevant details. Students are reminded to write legibly and 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

- (a) There were a lot of good to excellent responses to this question.
- (b) The majority of responses were correct. Responses that listed money as well as material (stationery items) donations earned top marks. Students are encouraged to specify as much detail as possible in order to show their understanding of the text.

Question 2

- (a) Most students ticked the correct box in response to this question. Occasionally students ticked two boxes and this response did not earn the mark.
- (b) Many responses to this question were comprehensive. 'European Day Without Car' was identified, how it is observed was described — free public transport on the day for motorists — and most transport modes were identified, indicating an understanding of the text.
- (c) Most responses to this question were accurate and comprehensive. Complete answers listed health benefits as well as environmental and financial ones.

Question 3

- (a) Most responses to this question were well done.
- (b) Most answers to this question were correct. Responses that mentioned who Ania was proud of sharing her culture with were successful. Some responses used general terms such as 'the world' which still attracted a mark.
- (c) Most responses showed a good understanding of the text. Less successful responses mentioned only Ania's parents' attitude and did not say how Ania responds to it. Students are reminded to read questions carefully and respond to all parts of the question.

Part B

Question 4

- (a) Most answers to this question were excellent, with students identifying the making of the movie and sending it in or registering it on the website as part of their response.
- (b) The most successful responses to this question identified votes from the public as part of the answer and listed also the other element of the answer: judging by the jury.

Question 5

- (a) Responses to this question were generally good. Complete responses listed all the reasons why Artek's mother was reluctant to let him go and earned more marks.
- (b) There were some excellent responses to this question were mostly excellent. The most successful responses mentioned Artek finding the photograph and his mother's permission being dependent on Artek agreeing to send regular text messages.

Question 6

- (a) Most responses were good to excellent. It was evident from some responses that some students were not familiar with the name of the text type in Polish. Teachers are advised to explicitly teach the Polish names of text types.
- (b) Most responses were good. The more successful responses went beyond general comments about the historical events and therefore earned more marks.
- (c) Most responses listed the well-wishing and the giving of flowers as a way this group celebrated Women's Day. Few students mentioned the speech and the assembly.

Section 2: Reading and Responding

Part A

Question 7

- (a) Most responses contained the correct justification that Professor Jarosz is qualified to give advice on the topic because of his professional position and expertise in the area.
- (b) Many responses to this question were excellent.

Question 8

- (a) Most responses to this question listed the benefits as well as the challenges of being an only child. Responses that also mentioned the high expectations of parents of only children were awarded full marks.

- (b) Most responses showed very good text analysis skills. Students whose responses included an analysis of the language and vocabulary and who went beyond summarising the texts were awarded full marks.

Question 9

Generally, responses were very good to excellent. Students whose responses were based on the text, but went beyond it and worked independently from the text were awarded higher marks. In addition, responses that adhered to the text type (i.e. article) and included features such as title, author, and paragraphs, and were written without grammatical mistakes were generally more successful.

Section 3: Writing in Polish

Out of the three questions, Question 10 and Question 11 were more popular than Question 12. The more successful responses adhered to the text type and purpose specified in the question, and used correct grammar. Most responses indicated a good vocabulary. The most common mistakes were spelling errors, declensions incorrect use of past tense, plural verb form, and reflexive verbs, and, occasionally, inappropriate use of colloquialisms. Despite these errors, students were able to convey their message, opinions, and feelings successfully.

Question 10

There was a wide variety of places chosen as part of the response to this question, beyond the usual Krakow or Warsaw. The responses were varied and often interesting. Students whose responses were rich in content and who showcased their chosen town in an interesting way, while promoting the town in a blog format earned higher marks.

Question 11

Generally the responses were good to very good. Students who were able to use the correct formalities in the email (such a formal greeting and appropriate formal ending), introduced themselves adequately, described their expectations beyond accommodation and food, and mentioned a varied plan for their stay such as excursions, theatre outings, and exploring new places, were usually more successful.

Question 12

Most responses were well done and interesting. The most successful responses included extended descriptions and analysis of the challenges and benefits of emigration, as well as a summary of the history of emigration. Students are reminded to carefully read all parts of the question and answer accordingly.

Polish (continuers)
Chief Assessor