

Polish (continuers)

2012 Chief Assessor's Report



Government
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POLISH CONTINUERS

2012 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.

WRITTEN EXAMINATION

In 2012, students from three states (New South Wales, South Australia, and Victoria) sat the Polish examination.

This year's examination paper gave students a good opportunity to demonstrate their knowledge and skills in using the Polish language. Almost all students attempted to answer every question in all sections of the paper.

Most students demonstrated skills in comprehending, analysing, and identifying the relevant details. Students are reminded to write legibly. Students are reminded to focus on reading all questions carefully, analysing the content as well as the format of the requested responses.

Section 1: Listening and Responding

Part A

Question 1

Most students demonstrated a good understanding of what listeners need to do to win the competition.

Question 2

Most responses presented some in-depth analysis of the language used to fulfil the purpose of the text, and listed the benefits of joining the dance school mentioned in the advertisement. Those students who focused on the language used and its analysis, and listed the phrases used, were more successful.

Question 3

(a) The questions were generally answered well.

(b) Generally a well answered question. Most students demonstrated an understanding that Andrzej is not sympathetic to Asia's situation, and justified this with relevant examples. Some students claimed that Andrzej is sympathetic to Asia's situation and justified it appropriately by stating that he is trying to show that he is in a much worse situation compared to Asia.

Question 4

(a) Students generally demonstrated good to comprehensive understanding of the question and text.

(b) The responses were generally exhaustive, detailed, and appropriate. Most students demonstrated a very good understanding of characteristics of learning a language in early years as opposed to doing so as a teenager. Generally students demonstrated a comprehensive understanding of the text.

Part B

Question 5

(a) Generally, students demonstrated a good to comprehensive understanding of the text. Those students who listed all the requests that Beata makes to her mother were more successful.

(b) Students' responses were mostly good as they analysed Beata's feelings and appropriately justified their observations. Students who used the language effectively to convey their meaning were more successful.

Question 6

Generally students demonstrated a comprehensive understanding of the text and the ability to extract relevant information and analyse it appropriately. Students who were able to list most of the examples from the text relating to the success of the event described were more successful.

Section 2: Reading and Responding

Part A

Question 7

(a) Most students answered this question correctly.

(b) Students achieved full marks when they gave a comprehensive response, stated the attitude of parents, students, and teachers, and compared those attitudes by drawing a conclusion.

(c) Most students correctly identified the obstacles in introduction of tablets in schools in Poland. Students who understood the key word '*opracowane*' and whose responses focused on information provided in the text attracted full marks.

Question 8

(a) The majority of responses attracted full marks.

(b) Generally students' responses to this question were good. Responses in which students displayed independence in summarising the author's views, and offered in-depth analysis of the text were more successful.

(c) Students' responses to this question were generally good. Comprehensive responses included extensive analysis of the language used in the text, and examined its function. Responses that analysed the language and put forward

general language-use theories, but did not support them with relevant examples from the text, attracted fewer marks.

Part B

Question 9

The majority of students understood the text very well and responded appropriately to all information in the text. A small number of students responded only to selected information in the text and listed only a short summary of activities at the camp. Responses that also included description of personal feelings, reflections, and experiences attracted higher marks. Most responses were relevant to all aspects of the topic and purpose. The students appeared to be very familiar with the structure of the required text, a letter.

The language used was mostly excellent to very good. The common mistakes included: declension, spelling, and vocabulary. The responses occasionally contained the following mistakes:

- the letter was comprised of only one paragraph
- compound sentences were disconnected in meaning
- the setting of the camp was changed from the lake to beach.

However, such mistakes did not impede the intended meaning in any instance.

Section 3: Writing in Polish

This section consisted of two questions. Each question was chosen by some students, but question 10 was the more popular choice.

Question 10

Most students chose question 10, although responses suggested that students were not familiar with the concept of school clubs in Polish schools. Nevertheless, students managed to deal with the concept successfully by relying on experiences from their own school context.

The ingenuity of the students was exceptional, as some of the responses included examples of the following school clubs: historical, movie, theatre, geographical, homework, environmental, blood donation, helping the elderly, and so on. The most comprehensive responses contained information about the school club as well as persuasive indicators encouraging students to join it.

Question 11

Students who selected question 11 often connected the task with environmental issues, demonstrating an in-depth familiarity with the topic. The letter naturally took on the form of persuasive writing as students were asked to appeal to the Environmental Office. The most common mistakes included: spelling, declension, gender agreement, and anglicised words. Despite these mistakes, the meaning of responses was not impeded and students were able to convey their message, opinions and feelings successfully.

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