# Government of South Australia LogoSACE Board Logo2023 Polish (continuers) Subject Assessment Advice

Overview

Subject assessment advice, based on the 2023 assessment cycle, gives 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, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

Across the assessment types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students should not speed up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

From 2023, if a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcript and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit.

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

School Assessment

The moderation process confirmed the teachers’ successful application of performance standards. It was clear from the evidence provided that teachers applied performance standards appropriately and accurately when making decisions about the students’ quality of learning.

Students were able to successfully demonstrate their knowledge, skills, and understanding through the use of skilful task design.

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all assessment tasks have been labelled correctly
* thoroughly checking that all files have been uploaded correctly
* thoroughly checking that all grades entered in schools online are correct
* ensuring the uploaded tasks are legible, and that interactions and oral presentations are audible
* ensuring the LAP, task sheets, and texts for text analysis tasks are included.

Assessment Type 1: Folio

The Folio (50%) included at least three assessments: interaction, text production, and text analysis.

The more successful responses commonly:

* engaged in spontaneous oral interactions, discussing a range of topics and demonstrating a depth and breadth of knowledge
* created a text which responded to the context, audience, and purpose, adhered to the conventions of the text type and displayed the required kind of writing
* interpreted the meaning of text(s) and analysed both the cultural and linguistic elements of the text(s), as well as reflecting on how cultures, beliefs, values, practices, and ideas are represented and/or expressed.

The less successful responses commonly:

* used formulaic expressions and provided limited information in responses to questions asked in the oral interaction
* demonstrated little or no depth of analysis and reflection.

Assessment Type 2: In-depth Study

Topics presented included a wide range from all three prescribed Themes: The Individual, Polish-Speaking Communities and The Changing World.

The more successful responses commonly:

* demonstrated comprehensive evidence of research and used a wide of variety of sources
* showed their understanding of the interdependence of language, culture, and identity related to the chosen topic of the in-depth study
* delivered an oral presentation that was natural and not over-rehearsed, and included strategies such as rhetorical questions to engage the audience, as well as using appropriate humour
* displayed evidence in the reflection of thorough analysis of the topic, as well as the student’s own learning in relation to the language and cultural aspects of the subject studied.

The less successful responses commonly:

* often used formulaic and repetitive responses with limited vocabulary
* referred to a very limited range of sources and perspectives
* frequently paused for extended periods of time when speaking and presented information orally with limited fluency and limited correct pronunciation.

External Assessment

Assessment Type 3: Examination

Oral Examination

Section 1: Conversation on general topics

The majority of students were well prepared for their oral examination. Ideas were all well elaborated as well as opinions supported and justified. All opinions were consistently relevant to context, purpose, audience, and topic. Students used an extensive range of complex linguistic structures with high degree of accuracy. A few minor errors were made which did not impede meaning. Ideas and information were organised logically and coherently. Students interacted fluently and with great degree of independence.

Section 2: Discussion based on the in-depth study

Students were, on the whole, well prepared for the discussion with their topics. Students were most successful when it was apparent that their topic was of genuine interest to them. The more successful responses demonstrated critical thinking and reflection on their research rather than just repeating information learnt, and were able to provide a broader perspective instead of looking at their topic only from one viewpoint.

Written Examination

Section 1: Listening and Responding

Part A Responses in English

Text 1

The more successful responses commonly:

* were able to infer at least two of Zosia’s character traits such as being responsible/reliable and creative/artistic
* provided comprehensive justification of these traits. For example, her mother saying, 'I know I can count on you'.

The less successful responses commonly:

* were able to identify the trait or the example but not both.

Text 2

Question 2(a)

The more successful responses commonly:

* comprehensively described the relationship with examples.
* identified that they are classmates. Tomek says ‘our whole class’ when he says he told ‘everyone’ to keep quiet. However, they are also close friends. Gosia says „Dobry z ciebie kumpel” and Tomek answers „Czego się nie robi dla przyjaciół” which means ‘What you won’t do for friends!’.
* were able to infer the fact that Tomek and Gosia both want to make sure Daniel has a good time. For example, Tomek organises a bubble soccer game because he’s heard Daniel talking about it once. Same with Gosia: she is organising a bonfire because „Daniel uwielbia ogniska” (Daniel loves bonfires) which show that they care about him.

The less successful responses commonly:

* identified some relevant information
* provided a limited description of the relationship.

Question 2(b)

The more successful responses commonly:

* comprehensively explained Tomek’s meaning of „Trzymać język za zębami” in the context and knew that it meant to be quiet (literally hold one’s tongue behind one’s teeth) about their plans, because the friends want this to be a surprise party
* could reinforce this understanding by showing that later in the text Gosia adds that it won’t be a surprise if Daniel finds out. At the end, she tells Tomek to be quiet as Daniel is coming towards them („Bądź cicho, Daniel idzie”).

The less successful responses commonly:

* partially explained Tomek’s meaning
* required more examples from the text to support their answers.

Text 3

*The more successful responses commonly:*

* provided a comprehensive description of how the reporter uses language to build excitement such as:
* Co za wyjątkowy dzień/What a special day!
* Osoba, na którą wszyscy długo czekaliśmy/the person we have all been waiting to see
* our much-loved medallist/nasz ukochany medalista w łyżwiarstwie szybkim
* there is a beautiful new ice rink behind us and hundreds of your fans are waiting for it to open/za nami stoi piękne, nowe lodowisko i setki twoich fanów czekających na jego otwarcie.

The less successful responses commonly:

* provided a partial description of how the reporter uses language to build excitement
* required more examples from the text to support their answers.

Question 3(b)

The more successful responses commonly:

* fully described the interviewee’s motive for funding this facility and provided examples from the text to support the answer such as:
* he wants to give talented young people the conditions to train that he didn't have himself
* he had nowhere to practise skating when he was young until his PE teacher flooded the school playground in winter and let it freeze so students could skate on it (and then only in winter)
* he didn't want the town's young people to have to move to the city like he did to become a sporting champion.

*The less successful responses commonly:*

* partially described the interviewee’s motive for funding this facility
* required more examples from the text to support their answer.

Part B Responses in Polish

Text 4

Question 4(a)

The more successful responses commonly:

* fully identified the speaker’s purpose in making the announcement
* could infer that the captain is trying to ensure that the flight departs on time by urging passengers to take their seats and stow their belongings quickly by use of words ‘quickly’ and ‘to save time’.

The less successful responses commonly:

* partially identified the speaker’s purpose in making the announcement
* were only able to able to answer that the purpose was to welcome passengers aboard.

Question 4(b)

The more successful responses commonly:

* could identify that it was Christmas time and winter and support their answer with evidence from the text such as:
* evidence for Christmas:
	+ ‘many of you will be carrying Christmas gifts for loved ones’
	+ arrival into a ‘festive-looking Warsaw’.
* evidence for winter:
	+ passengers ‘wearing coats’
	+ overcast and very cold in Warsaw
	+ in the context, the inclement weather – the fact that the crew is expecting turbulence en route and are trying to depart ‘before weather changes’ – also point to winter.

The less successful responses commonly:

* partially identified the speaker’s purpose in making the announcement
* required examples from the text to support their answer.

Text 5

Question 5 (a)

The more successful responses commonly:

* comprehensively described what the decision to enter the competition shows about Beata and provided evidence from the text to support this such as:
* she’s smart and interested in geography and the world, which helps her to do well in the quiz
* she’s spontaneous; she’s entered the contest at the last minute and agrees to participate even though she’s on the train.

The less successful responses commonly:

* partially described what this decision shows about Beata
* required more examples from the text to support their answer.

Question 5 (b)

The more successful responses commonly:

* comprehensively described how Beata’s emotions change during the conversation
* she’s initially surprised by the call, and nervous as answering geography quiz on the radio
* later she’s happy as she won a two-week family holiday to Greece.

The less successful responses commonly:

* partially described how Beata’s emotions change during the conversation
* required more examples from the text to support their answer.

Text 6

Question 6

The more successful responses commonly:

* provided a thorough description of the customer’s satisfaction with the outcome of the conversation and could justify their answer with examples from the text. For example:
* she is no longer angry/upset about being sold an incomplete graphics tablet
* she is glad to get the stylus, finally, although she says it is an obvious solution
* she is a bit annoyed when she is told to download the instructions, ‘more inconvenience for me'
* pleased by the 10% discount on the next product offered as an apology
* however, it's unclear if she will accept the offer. She asks the salesperson 'what else can you offer?'.

The less successful responses commonly:

* provided a partial description of the customer’s satisfaction with the outcome of the conversation
* required more examples to support their answer.

Section 2: Reading and Responding

Part A Responses in English

Text 7

Question 7 (a)

The more successful responses commonly:

* displayed a comprehensive understanding of Michał’s responsibility and were able to provide examples to support their answer. For example
* they wear a helmet
* they follow the speed limit, and \*try\* to stick to the bike lanes as the regulations/laws require
* they admit their parking isn’t perfect.

The less successful responses commonly:

* displayed a partial understanding of Michał’s responsibility
* required more examples to support their answer.

Question 7 (b)

The more successful responses commonly:

* identified two measures that could be introduced to address Bartek’s concerns. For example
* the city authorities could:
	+ build more bike paths (‘there’s not enough bike paths to keep riders off footpaths entirely’)
	+ increase policing of riders (check riders are legally old enough to ride, check speed limits are followed)
	+ increase fines/penalties for leaving bikes in inconvenient or dangerous locations
	+ (for the more perceptive students) ban e-scooters in more areas of the city.

The less successful responses commonly:

* identified one measure that could be introduced to address Bartek’s concerns
* required examples to support their answer.

Question 8

The more successful responses commonly:

* provided a perceptive response to Kasia’s statement with evidence from the text and were able to support their answer with examples from the text.
* examples of reasons for agreeing with Kasia:
	+ Madame Wiegel was an influential figure in Australia from 1878 to 1969
	+ she helped to ‘clothe the Australasian colonies’
	+ without her paper patterns Australian women would have found it hard to make clothes at home
	+ her monthly fashion journal meant she had an important influence on Australian society
	+ few of her patterns survived
	+ although four books on her have been published, these are not by mainstream authors
	+ the museum which houses her exhibition is in rural Queensland
	+ despite recent publicity, Kasia knew nothing about this pioneering businesswoman until she visited the museum

- reasons for disagreeing with Kasia:

* + although not as famous as she was between 1878 and 1969, she is still remembered by some
	+ there’s still a museum you can visit to learn much about her, even if it is in a rural town
	+ through Veronica Lampkin, Madame Weigel has an online presence, and has been covered in the media
	+ now have a confirmed photo of her and can remember what she looks like
	+ seems to be renewed interest in Madame Weigel
	+ what was heroic about what she did, anyhow? Yes, she helped millions of women, clothed their families, but, as the text says, she was a successful and wealthy businesswoman, obviously well rewarded for her work. Is that ‘heroic’?

The less successful responses commonly:

* provided a partial response to Kasia’s statement with limited evidence from the text
* required more examples to support their answer.

Section 2: Reading and Responding

Part B Responses in Polish

Question 9

The more successful responses commonly:

* demonstrated an excellent understanding of the whole text
* responded to questions, statements, and specific information in the text
* manipulated language authentically and creatively to meet the requirements of the task
* organised information and ideas to meet the requirement of the task.

The less successful responses commonly:

* responded to some of the questions, statements, comments, and/or specific information in the text
* demonstrated a satisfactory knowledge and understanding of vocabulary and sentence structures
* attempted to structure relevant information and ideas.

Section 3: Writing in Polish

The more successful responses commonly:

* demonstrated breadth and depth in the treatment of relevant information, ideas, and/or opinions
* demonstrated extensive knowledge and understanding of vocabulary and sentence structures
* demonstrated the ability to manipulate language authentically and creatively to meet the requirements of the task
* demonstrated the ability to sequence and structure ideas and information coherently and effectively.

The less successful responses commonly:

* demonstrated a limited understanding of the requirements of the task
* demonstrated a limited knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax.