



Government of **Western Australia**  
School Curriculum and Standards Authority

# **POLISH: CONTINUERS LEVEL (WACE VERSION)**

ATAR COURSE

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Year 11 and Year 12 syllabus

## **IMPORTANT INFORMATION**

This syllabus is effective from 1 January 2019.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority on a cyclical basis, typically every five years.

### **Acknowledgement**

This syllabus document has been adapted by the School Curriculum and Standards Authority of Western Australia from the Polish syllabus produced by the SACE Board, South Australia, on behalf of the Australian Curriculum, Assessment and Certification Authorities, in collaboration with:

NSW Education Standards Authority  
Victorian Curriculum and Assessment Authority  
Queensland Studies Authority  
School Curriculum and Standards Authority (Western Australia)  
Northern Territory Board of Studies  
Tasmanian Qualifications Authority

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# Introduction

## Course

The School Curriculum and Standards Authority accesses the Polish: Continuers level ATAR syllabus and external examination from South Australia as part of the Collaborative Curriculum and Assessment Framework for Languages (CCAFL). The syllabus content is the equivalent of two years of study, one typically at Year 11 and the other typically at Year 12. Each year of this course is equivalent to two units for the Western Australian Certificate of Education (WACE) requirements. The notional hours for the pair of units is 110 class contact hours.

## Delivery requirements

There are two models of delivery for this course. These two models are:

- delivery by a community organisation/school
  - Mode 1: community organisation prepares students to sit the external examination for the course as non-school candidates
  - Mode 2: community organisation delivers the course and students are enrolled in the course through one or more main schools or a single mentor school
- delivery by a registered school.

The *Guidelines for course delivery and assessment of student achievement 2019* provides information about these models. This information can be accessed on the Interstate Languages page at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages/interstate-languages>.

## Target group

This syllabus is designed for students who, typically, will have studied Polish for 400 to 500 hours by the time they have completed Year 12. Students with less formal experience will also be able to meet the requirements of the syllabus successfully.

## The Polish language

The language to be studied and assessed is the modern standard or official version of Polish. Students should be aware of different levels of language, for example, formal, informal, some colloquialisms, and slang. Students are expected to know that dialects exist; however, they are not required to study them.

## Rationale

The study of Polish contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Polish-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

Polish is a major Slavonic language, which is spoken not only in Poland, but also in many other parts of the world. As a result of migration, there are Polish-speaking people living in Europe, the United Kingdom, North and South America, Australia, and New Zealand.

Poles have been involved with Australia from the earliest days of European exploration, and people of Polish origin have made a significant contribution to Australia's cultural development in many fields, for example, science, technology, sociology, music, the arts and the media.

Polish has a long tradition as a literary language, dating from the tenth century. Its importance in the twentieth century was recognised when Poles were awarded four Nobel Prizes for Literature. In addition, the Polish language has been linked to outstanding achievements of Polish people in music, science, technology, social sciences, visual arts, and cinema. Knowledge of Polish gives access to these traditions.

Since 1989, opportunities for trade and travel, and for cultural, educational, and artistic exchanges between Poland and Australia have increased greatly. People who know both Polish and English have an enormous advantage in such contacts and exchanges.

The study of Polish is valuable for increasing all students' cultural understanding. It also enriches the sense of cultural identity of students from a Polish-speaking background.

The ability to communicate in Polish may, in conjunction with other skills, increase students' vocational opportunities in interpreting, in translating, in community welfare, and in the diplomatic service; and may also increase students' opportunities for tertiary studies in Australia and abroad.

## Course outcomes

The Polish: Continuers level ATAR course is designed to facilitate achievement of the outcomes listed below, which represent the knowledge, skills and understanding that students will achieve by the end of this course.

### Outcome 1 – Listening and responding

Students listen and respond to a range of texts in Polish.

In achieving this outcome, students:

- use understandings of language, structure and context when listening and responding to texts
- use processes and strategies to make meaning when listening.

### Outcome 2 – Spoken interaction

Students communicate in Polish through spoken interaction.

In achieving this outcome, students:

- use understandings of language and structure in spoken interactions
- interact for a range of purposes in a variety of contexts
- use processes and strategies to enhance spoken interaction.

### Outcome 3 – Viewing, reading and responding

Students view, read and respond to a range of texts in Polish.

In achieving this outcome, students:

- use understandings of language, structure and context to respond to texts
- use processes and strategies to make meaning when viewing and reading.

### Outcome 4 – Writing

Students write a variety of texts in Polish.

In achieving this outcome, students:

- use understandings of language and structure when writing
- write for a range of purposes and in a variety of contexts
- use processes and strategies to enhance writing.

## Organisation of content

Unless specified, the following content is relevant to both Year 11 and Year 12. While it is expected that over Year 11 and Year 12 students will cover all of the required content, the exact sequencing and timing of delivery is a school decision. It is also expected that the treatment of the content and the outcomes expected of students will increase in cognitive complexity from Year 11 to Year 12.

### Themes, topics and sub-topics

The course content is organised into three prescribed themes:

- The individual
- The Polish-speaking communities
- The changing world.

The themes have a number of prescribed topics and suggested sub-topics as shown in the table below. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics and provide guidance to students and teachers on how the topics may be treated.

During Year 12, students are required to undertake one in-depth study. The in-depth study should be based on a sub-topic related to one or more of the prescribed topics. For details about the in-depth study, see pages 10–11.

Themes	Prescribed topics	Suggested sub-topics
<b>The individual</b> This theme enables students to explore aspects of their personal world; for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. The theme also enables students to study topics from the perspective of other people.	Relationships	For example, family, friendship, changing relationships between generations, good manners.
	Education and aspirations	For example, school life and experiences, future expectations, school community.
	Leisure and interests	For example, hobbies, sport, cultural activities, keeping fit and healthy.
<b>The Polish-speaking communities</b> This theme explores topics from the perspective of groups within those communities or the communities as a whole, and encourages students to reflect on their own culture and other cultures.	Visiting Poland	For example, natural features and historical places, the environment.
	Polish customs and traditions	For example, festivals and celebrations, Christmas and Easter, name days.
	Legends and significant historical events	For example, Lech, Czech I, Rus, Legenda o smoku wawelskim.
	Famous people in science, art, literature, and music	For example, Nobel Prize winners.

Themes	Prescribed topics	Suggested sub-topics
<b>The changing world</b> This theme enables students to explore change as it affects aspects of work, social and world issues.	Migration in the past and present	For example, reasons, difficulties and adaptation, new life and opportunities.
	World of work	For example, careers and occupations, employment and unemployment, impact of work on family life, technological change.
	Social issues	For example, youth issues, disabled people's issues, environmental issues.

## Text types

In their teaching, learning, and assessment programs, teachers should introduce students to a wide range of text types. Text types for receptive use in teaching, learning, and assessment are not prescribed.

In the external examination, the following text types are prescribed for productive use:

- article
- blog
- diary/journal entry
- email
- letter (formal or informal)
- message
- note
- report
- review
- script of a play
- script of a speech or talk
- story
- text of an interview

## Kinds of writing

Students should be familiar with, and able to produce, different kinds of writing such as: personal, imaginative, persuasive, informative, evaluative, reflective, narrative or descriptive, either individually or in combination.

## Vocabulary

Although there is no prescribed vocabulary list, students should be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the syllabus.

## Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will help students to develop the necessary skills and confidence to use dictionaries effectively. Students are allowed to use monolingual and/or bilingual printed dictionaries in the external **written** examination. Students are **not** permitted to use a dictionary for the external **oral** examination.

## Grammar

Grammar can be described as the organisation and relationship of all the elements that constitute a language as it functions.

There are many different theories of grammar and a number of different approaches towards its teaching and learning. The categories used in this section are not intended to promote any particular theory of grammar or to favour one methodology over another.

Students will already have a reasonable understanding of the function of grammar in Polish through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Polish are expected to recognise and use the grammatical items listed on the following pages. These grammatical items apply to both Year 11 and Year 12. While it is expected that students will cover all of these items, the exact sequencing and timing of delivery is a school decision.

Grammatical Item	Sub-elements	Example(s)
<b>Nouns</b>	Gender	
	masculine	<i>pies, dom</i>
	irregularities	<i>kolega, poeta</i>
	feminine	<i>matka, lampa</i>
	irregularities	<i>pani, podróż</i>
	neutral	<i>oko, morze, muzeum</i>
	Number	
	singular, plural	<i>student, studenci</i> <i>pan, panowie</i> <i>kobieta, kobiety</i> <i>książka, książki</i> <i>lustro, lustra</i> <i>imię, imiona</i>
	Declension	
	seven cases	
	three genders	
	singular and plural	
<b>Verbs</b>	Infinitives	<i>czytać, biec</i>
	Aspects	
	perfective, imperfective	<i>czytać- przeczytać, biec-dobiec</i>
	Persons	<i>ja mam, ty masz ...</i>
	Numbers	<i>mam, mamy, masz, macie ...</i>
	Tenses	
	present	<i>robię, robimy</i>
	past	<i>robiłem/robiłam, robiliśmy/robiłyśmy</i>
	future	
	simple	<i>zrobię</i>
	compound	<i>będzie robić, będzie robiła, będzie robiło</i>
	Mood	
	indicative	<i>czytasz</i>
conditional	<i>czytałbyś/czytałabyś</i>	
imperative	<i>czytaj</i>	
Voice		
active	<i>Matka myje dziecko.</i>	
passive†	<i>Dziecko jest myte.</i>	
reflexive	<i>Dziecko myje się.</i>	

† for recognition only

Grammatical Item	Sub-elements	Example(s)
<b>Participles<sup>†</sup></b>	Adjectival active <sup>†</sup>	<i>czytające</i>
	passive <sup>†</sup>	<i>czytane</i>
<b>Adjectives</b>	Adverbial contemporaneous <sup>†</sup>	<i>pisząc</i>
	anterior	<i>przyszedłszy, napisawszy</i>
<b>Adjectives</b>	Gender	<i>dobry, dobra, dobre</i>
	Number	<i>dobrzy, dobre</i>
	Case	<i>dobry, dobrego, dobremu ...</i>
	Agreement with noun in gender	<i>duży dom, duża szkoła, duże drzewo</i>
	number	<i>duże domy</i>
	case	<i>dużego domu</i>
	Comparison	<i>mały, mniejszy, najmniejszy</i> <i>dobry, lepszy, najlepszy</i>
<b>Adverbs</b>	Time	<i>wczoraj, późno</i>
	Place	<i>daleko, na prawo</i>
	Manner	<i>dobrze, po polsku</i>
	Comparison	<i>późno, później, najpóźniej</i>
<b>Numerals</b>	Cardinal	<i>jeden, dwa</i>
	Ordinal	<i>pierwszy, drugi</i>
	Collective <sup>†</sup>	<i>czworo, pięcioro</i>
	Declension <sup>†</sup>	<i>pierwszy, pierwszego, pierwszemu</i>
	Dates and times	<i>piątego maja dwa tysiące drugiego roku</i> <i>ósma piętnaście, piętnaście po ósmej</i>
<b>Prepositions</b>	Prepositions governing the particular cases	
	genitive	<i>do, od, u, z/ze, bez, dla, obok/koło, wśród, oprócz, według</i>
	dative	<i>ku, dzięki</i>
	accusative	<i>na, o, po, za, w/we, pod, przez, przed, nad, między</i>
	instrumental locative	<i>z/ze, za, pod, przed, nad, między</i> <i>na, o, po, w/we, przy</i>
<b>Pronouns</b>	Personal	<i>ja, ty</i>
	Demonstrative	<i>ten, tamten</i>
	Interrogative	<i>kto, co</i>
	Possessive	<i>moje, twoje</i>
	Relative	<i>który, które</i>
	Reflexive	<i>się, sobie</i>
	Declension	<i>tz, ciebie, tobie</i>
	Short and long forms	<i>mnie, mi</i>
<b>Introduction to word formation</b>	Diminutives <sup>†</sup>	<i>dom, domek, domeczek</i>
	Augmentative <sup>†</sup>	<i>kot, kocisko</i>

<sup>†</sup> for recognition only

Grammatical Item	Sub-elements	Example(s)
<b>Spelling</b>	Words with <i>ó/u, rz/ż, ch/h</i>	
	Main rules and exceptions	
	Soft consonants	
	<i>si-ś</i>	<i>siać, śnieg</i>
	<i>ci-ć</i>	<i>cię, ćma</i>
	<i>zi-ź</i>	<i>ziemia, źrebak</i>
	<i>ni-ń</i>	<i>niania, słońce</i>
	<i>dzi-dź</i>	<i>dzień, dźwięk</i>
	Function of the vowel 'i'	
	Two consonants representing one sound:	
	<i>cz</i>	<i>człowiek</i>
	<i>sz</i>	<i>szukać</i>
<i>dż</i>	<i>dżem</i>	
<i>dź</i>	<i>dźwig</i>	
<i>rz</i>	<i>rzeka</i>	
<i>ch</i>	<i>choinka</i>	
Words with <i>-q, -ę, om, em, on, en</i>		
Negation 'nie' with the basic categories		
noun	<i>nieszczęście</i>	
verb	<i>nie wiem</i>	
adjective	<i>nieładny</i>	
adverb	<i>nieładnie</i>	
<b>Sentences</b>	Types	
	statement	<i>Mam 5 lat.</i>
	question	<i>Ile masz lat?</i>
	exclamation	<i>Wejź proszę!</i>
	Structure	
	simple	<i>Napisałem zadanie.</i>
compound sentences	<i>Napisałem szybko zadanie i spakowałem książki.</i>	
complex sentences	<i>Napisałem szybko zadanie, ponieważ chciałem zdążyć do kina.</i>	
<b>Conjunctions</b>	Coordinating	<i>i, a, ale, albo, ani</i>
	Subordinating	<i>czy, że, żeby, jak, który, jaki, gdzie, kiedy, skąd, dokąd, dlatego, bo, jeżeli</i>
<b>Punctuation</b>	Capital letters, full stops, exclamation marks, question marks, colons, and basic rules of commas	
<b>Abbreviations</b>	Most common	<i>np., itd., itp.</i>
	Limited use	

## School-based assessment

The *WACE Manual* contains essential information on principles, policies and procedures for school-based assessment that needs to be read in conjunction with this syllabus. The *WACE Manual 2019* is available from the Authority website at <https://www.scsa.wa.edu.au/publications/wace-manual>.

Teachers design school-based assessment tasks to meet the needs of students. The table below provides details of the assessment types for the Polish: Continuers level ATAR syllabus and the weighting for each assessment type.

### Assessment table

Type of assessment	Weightings for types
<p><b>Oral</b></p> <p>This assessment type involves participation in oral activities to establish and maintain a spoken exchange related to personal areas of experience; to exchange information and opinions; to discuss aspects of the language and culture of Polish-speaking communities and to give expression to real or imaginary experiences in Polish.</p> <p>Text types include interviews (formal and informal), conversations, role-plays, oral presentations and discussions.</p>	12.5%
<p><b>Listening and responding</b></p> <p>This assessment type requires comprehension and interpretation skills to respond to a range of spoken and/or audio texts in Polish. It also involves analysing and using the obtained information to respond critically, in Polish or English as specified, to spoken texts which reflect aspects of the language and culture of Polish-speaking communities.</p> <p>Text types include conversations, interviews, charts or tables.</p>	15%
<p><b>Reading and responding</b></p> <p>This assessment type involves reading, extracting, analysing and using information and ideas from written texts in Polish and may require reorganising information in a different text type. It also comprises responding critically, in Polish or English as specified, to written texts which reflect aspects of the language and culture of Polish-speaking communities.</p> <p>Text types include articles, extracts, reviews, advertisements and letters.</p>	12.5%
<p><b>Writing in Polish</b></p> <p>This assessment type involves the production of original written responses to texts, focusing on giving expression to real or imaginary experiences and ideas, as well as responding critically to written texts which reflect aspects of the language and culture of Polish-speaking communities.</p> <p>Text types include emails, letters, invitations, journal/diary entries, personal accounts, reviews, reports and narratives.</p>	10%
<p><b>Oral examination</b> (approximately 15 minutes)</p> <p>A representative sample of the syllabus content, based on the external examination specifications.</p>	12.5%
<p><b>Written examination</b> (2 hours and 30 minutes)</p> <p>A representative sample of the syllabus content, based on the external examination specifications.</p>	37.5%

Teachers are required to use the assessment table to develop an assessment outline for Year 11 and an assessment outline for Year 12.

The format for an assessment outline is a school decision, but each outline for a pair of units must include the following information:

- the number of tasks to be assessed
- a general description of each task
- the assessment type, as prescribed in the syllabus
- an indication of the syllabus content on which each task is based
- the approximate timing of each task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
- the weighting of each assessment task
- the weighting of each assessment type, as prescribed in the assessment table of the syllabus.

In the assessment outline for each year, each assessment type must be included at least twice. The set of assessment tasks must provide a representative sampling of the syllabus content. Assessment tasks not administered under test/controlled conditions require appropriate validation/authentication processes. Appendix 1 is a sample assessment outline for Year 12. Teachers can use this as the basis of the assessment outline for their class.

## The in-depth study

Students are required to undertake an in-depth study in Year 12. Students will be expected to discuss their in-depth study in Section 2, Discussion, of the external oral examination. Approximately 15 hours of scheduled class time should be devoted to the in-depth study.

The in-depth study should be based on a sub-topic related to one or more of the prescribed topics. The sub-topic may be drawn from the table on page 4, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the school-based assessment task(s) set, as well as in the Discussion in Section 2 of the oral examination. Alternatively, different sub-topics may be selected for individuals or groups of students.

At least one of the school-based assessment tasks in Year 12 should focus on the in-depth study. This could be, for example:

- an oral presentation in Polish (3 to 5 minutes)
- a written response to the topic in Polish (500 words)
- one reflective response in English (600 words or 5 to 7 minutes).

The in-depth study assessment task(s) should be designed to assess students' understanding of the language and culture of the Polish-speaking community. It should enable students to explore and compare aspects of the language and culture of the Polish-speaking community through a range of oral and written texts in Polish related to the selected sub-topic. This will develop students' knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community.

The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for students to

be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

### Suggested sub-topics for the in-depth study

The table below shows possible sub-topics that might form the focus of an in-depth study. Teachers may choose to focus on one of these areas, or where they can be linked, focus on more than one area.

Themes	Topic	Possible sub-topics for the in-depth study
<b>The individual</b>	Relationships	<ul style="list-style-type: none"> <li>Family values in Poland</li> <li>Responsibilities of women and men in the Polish family today</li> <li>The importance of tradition in the Polish family</li> <li>Portraits of the Polish family through film</li> </ul>
	Visiting Poland	<ul style="list-style-type: none"> <li>The positive and negative impact of tourism</li> <li>Sites of cultural and historical importance</li> <li>Polish churches as places of worship, and as art in stone</li> </ul>
<b>The Polish-speaking communities</b>	Famous people in science, art, literature and music	<ul style="list-style-type: none"> <li>Polish Nobel Prize Winners before World War II and their significance for civilisation</li> <li>Prof. J Zubrzycki as an initiator and propagator of the idea of multiculturalism in Australia</li> <li>Life, times and work of significant figures in the artistic heritage of Poland</li> </ul>
	Migration in the past and present	<ul style="list-style-type: none"> <li>The role and achievements of Polish post-war migrants to Australia</li> <li>Aspirations and perspectives of the new Polish generation in Australia</li> <li>The challenge of migration</li> </ul>
<b>The changing world</b>	Social issues	<ul style="list-style-type: none"> <li>Social effect of technological innovation</li> <li>The results and importance of the environmental 'Clean up' campaign in Australia and Poland</li> <li>Disability — the challenge in Poland</li> </ul>

### The in-depth study outline — external examination

Prior to the external oral examination, students must complete an in-depth study outline in English which will be submitted to the markers in South Australia. The outline provides the title of the in-depth study and the main points that will be covered by the student. Students can refer to the outline in the examination room.

Schools will be notified by the School Curriculum and Standards Authority of when and how to submit the completed outline.

## Grading

Schools report student achievement in terms of the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The teacher prepares a ranked list and assigns the student a grade for the pair of units. The grade is based on the student's overall performance as judged by reference to a set of pre-determined standards. These standards are defined by grade descriptions. The grade descriptions for the Polish: Continuers level ATAR syllabus are provided in Appendix 2. To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program.

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

Students who enrol to sit the external examination as a non-school candidate are not assigned a grade.

## External examination

The external examination consists of:

- an oral examination
- a written examination.

### Examination specifications

<b>Oral examination: time allocation – approximately 15 minutes</b>		
Weighting:	25%	
Section 1: Conversation	10%	approximately 7 minutes
Section 2: Discussion	15%	approximately 8 minutes
<b>Written examination: time allocation – 2 hours and 30 minutes, plus 10 minutes reading time</b>		
Weighting:	75%	
<b>Section 1: Listening and responding</b>		
Part A:	15%	Three texts in Polish with responses in English
Part B:	15%	Three texts in Polish with responses in Polish
<b>Section 2: Reading and responding</b>		
Part A:	10%	Two texts in Polish with responses in English
Part B:	15%	One text in Polish with response in Polish
<b>Section 3: Writing in Polish</b>		
Weighting:	20%	Choice of two to four questions with response of 250 words in Polish

## Oral examination (approximately 15 minutes)

Candidates are **not** permitted to use a dictionary or electronic devices in the oral examination.

### Purpose

The oral examination is designed primarily to assess the candidate's knowledge and skill in using spoken Polish.

### Specifications

The oral examination has two sections.

#### Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the candidate and the marker/s. It will consist of a general conversation about the candidate's personal world (e.g. life, family and friends, interests, and aspirations).

#### Section 2: Discussion (approximately 8 minutes)

After the conversation, the candidate will indicate to the marker/s the subject of the in-depth study chosen for the discussion. In the discussion, the candidate will be expected to explore with the marker/s the subject of the in-depth study, and refer to the texts studied. The candidate may also wish to refer to personal experiences related to the subject of the in-depth study.

Notes and cue cards are **not** permitted for either section of the oral examination.

**Note:** Western Australian candidates undertake the oral examination via telephone or an online application, such as *Skype for Business*, with the marker/s in South Australia. Candidates may support the conversation and discussion with objects such as photographs, pictures, and maps.

A copy of these visual items must be provided to the School Curriculum and Standards Authority at least two weeks prior to the examination so they can be submitted to the SACE Board.

## Written examination (2 hours and 30 minutes, plus 10 minutes reading time)

Candidates are allowed to use monolingual and/or bilingual printed dictionaries in the written examination. The written examination has three sections.

### Section 1: Listening and responding

#### Purpose

Section 1 of the written examination is designed primarily to assess the candidate's knowledge and skill in analysing information from spoken Polish texts.

The candidate will be expected to demonstrate understanding of general and specific information from spoken Polish texts and to respond, in English in Part A and Polish in Part B, to questions on this information. The questions may require the candidate to identify information related to:

- the context, purpose, and audience of the text
- aspects of the language of the text (e.g. tone, register, knowledge of language structures).

#### Specifications

Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

The candidate will hear six texts in Polish covering a number of text types. The total listening time, for one reading of the texts without pauses, will be approximately 8 minutes (16 minutes in total for two readings of each text).

Some texts will be short; that is, one reading of each text will be approximately 35–45 seconds. Some texts will be longer; that is, one reading of each text will be approximately 90–120 seconds. Each text will be heard twice. There will be a pause between the first and second readings in which the candidate may take notes. The candidate will be given sufficient time after the second reading to complete responses.

The candidate will be expected to respond to a range of question types, such as completing a table, chart, list, or form, or responding to a message, open-ended questions, or multiple-choice items.

#### Part A

There will be three texts in Polish, including at least one shorter text and at least one longer text. Questions on the texts will be written in English for responses in English.

#### Part B

There will be three texts in Polish, including at least one shorter text and at least one longer text. Questions on the texts will be written in English and Polish for responses in Polish.

## Section 2: Reading and responding

### Purpose

Section 2 of the written examination is designed primarily to assess candidate's knowledge and skill in analysing and responding to information from written Polish texts.

In Part A, the candidate will be required to demonstrate understanding of written Polish texts. The candidate may be required to extract, summarise, and/or evaluate information from two texts. The candidate may be required to respond critically to the texts and to compare and/or contrast aspects of both texts.

In Part B, the candidate will be expected to demonstrate both an understanding of a written Polish text/s and the ability to exchange information, by responding in Polish to information provided in the text/s.

### Specifications

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

#### Part A

The candidate will be required to read two texts in Polish of 400 – 500 words in total. The texts will be different in style and purpose but may be related in subject matter or context. Questions on the texts will be written in English for responses in English.

#### Part B

The candidate will be required to read a short text of approximately 150 words in Polish. The candidate will be required to demonstrate understanding of the text through processing the information from the stimulus text. The candidate will produce a written response that addresses the purpose, a context, and an audience as specified in the question. The candidate will be required to produce a text type drawn from those prescribed for productive use in the syllabus.

One text or two related texts may be used in the stimulus text. However, if two texts are used (for example, an attachment with an email) they will be presented as one text with two parts in the examination.

The candidate will be expected to write a response of approximately 150 words in Polish. The question will be written in English and Polish for a response in Polish.

## Section 3: Writing in Polish

### Purpose

Section 3 of the written examination is designed primarily to assess the candidate's ability to express ideas through the production of an original text in Polish.

### Specifications

The candidate will be required to write a text involving the presentation of ideas and/or information and/or opinions. There will be a choice of two to four questions, which will be related to one or more of the prescribed themes. Questions will accommodate a range of candidate interests and will be set to ensure that the candidate is given opportunities to produce different kinds of writing (e.g. personal, informative, imaginative, evaluative, reflective, narrative, persuasive, or descriptive) either individually or in combination by, for example:

- having different purposes, audiences, and contexts
- requiring different text types (see the list of text types for productive use).

The candidate will be expected to write a response of 250 words in Polish. The questions will be written in English and Polish for a response in Polish.

## Criteria for judging performance – external examination

These criteria are based on information made available by the SACE Board of South Australia. They are provided as a guide for teachers and students with the understanding that the final criteria used for marking external examinations for Polish is a SACE Board decision. The criteria below are used for both the Oral and Written examinations.

When judging performance the marker/s will take into account the extent to which the student demonstrates:

### Ideas

The specific features are as follows:

#### Relevance

- relevance to context, purpose, audience, and topic
- conveying appropriate detail, ideas, information, or opinions
- creating interest and engaging the audience.

#### Depth of treatment of ideas, information, or opinions

- depth and breadth of content
- elaboration of ideas and support of opinions
- planning and preparation.

### Expression

The specific features are as follows:

#### Capacity to convey information accurately and appropriately

- range of expression (i.e. linguistic structures and features)
- accuracy of expression (i.e. linguistic structures and features, grammar)
- use of cohesive devices
- appropriateness of expression, including cultural appropriateness
- clarity of expression, including fluency, pronunciation, and intonation.

#### Coherence in structure and sequence

- organisation of information and ideas
- use of the conventions of text types.

#### Capacity to interact and maintain a conversation and discussion

- interaction on topics (i.e. relating to the interlocutor, interest in the topic)
- use of communication strategies (i.e. comprehension, responding to cues)
- fluency of responses.

## **Interpretation and reflection**

The specific features are as follows:

### **Interpretation of meaning in texts, by identifying and explaining**

- the content (general and specific information)
- the context, purpose, and audience of the text
- concepts, perspectives, and ideas represented in the text.

### **Analysis of the language in texts**

- linguistic and cultural features (e.g. word choice, expressions, idiom)
- stylistic features (e.g. tone, register, phrasing and repetition, textual features and organisation).

### **Reflection**

- how cultures, values, beliefs, practices, and ideas are represented or expressed in texts
- own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied
- own learning.

## Appendix 1 – Sample assessment outline (Continuers level Year 12)

Assessment type and type weighting	Assessment task weighting	When	Assessment task	Content*
<b>Oral</b> 12.5%	6.25%	Semester 1 Week 13	<b>Task 3</b> A 3–4 minute role play, focusing on the resolution of an issue.	<b>Topics:</b> world of work; social issues <b>Text types:</b> conversation <b>Grammar:</b> adjectival phrases, conjunctions, subordinate conjunctions
	6.25%	Semester 2 Week 8	<b>Task 7</b> Interview based on the question: People say that nothing changes, that life just goes on. Do you think this is true?	<b>Topics:</b> relationships; leisure and interests; Polish culture and traditions <b>Text types:</b> conversation <b>Grammar:</b> question words; conjunctions; superlatives
<b>Listening and responding</b> 15%	7.5%	Semester 1 Week 7	<b>Task 2A</b> Listen to a discussion on changing attitudes to work etc. Respond in English or Polish to questions.	<b>Topics:</b> world of work; education and aspirations; social issues <b>Text types:</b> discussion; interview <b>Grammar:</b> prepositions; adverbs
	7.5%	Semester 2 Week 4	<b>Task 5</b> Listen to a radio report about events associated with Poland. Respond in English or Polish to questions.	<b>Topics:</b> migration in the past and present <b>Text types:</b> report/article <b>Grammar:</b> range of grammar from the syllabus
<b>Reading and responding</b> 12.5%	6.25%	Semester 1 Week 5	<b>Task 1</b> Read articles related to the in-depth study topic. Respond in English or Polish to questions.	<b>Topics:</b> in-depth study <b>Text types:</b> letter, news item, diary entry <b>Grammar:</b> conjunctions, conditional sentences
	6.25%	Semester 2 Week 6	<b>Task 6</b> Read articles on the role of family today and yesteryear. Respond in English or Polish to questions.	<b>Topics:</b> relationships; Polish culture and traditions <b>Text types:</b> article, text of a speech <b>Grammar:</b> range of grammar from the syllabus
<b>Writing in Polish</b> 10%	5%	Semester 1 Week 7	<b>Task 2B</b> Using the information provided in the text for 2A, write a summary of the different attitudes.	<b>Topics:</b> world of work; education and aspirations; social issues <b>Text types:</b> article <b>Grammar:</b> compound and complex sentences, construct state of noun
	5%	Semester 2 Week 10	<b>Task 8</b> A 250–300 word journal entry for a significant day.	<b>Topics:</b> Polish culture and traditions; visiting Poland <b>Text types:</b> narrative account <b>Grammar:</b> range of grammar from the syllabus

Assessment type and type weighting	Assessment task weighting	When	Assessment task	Content*
<b>Oral examination</b> 12.5%	6.25%	Semester 1 Week 15	<b>Task 4A: Semester 1 Examination</b>	A conversation/discussion about on the in-depth study based on the external examination specifications
	6.25%	Semester 2 Week 15	<b>Task 9A: Semester 2 Examination</b>	A conversation/discussion about on the in-depth study based on the external examination specifications
<b>Written examination</b> 37.5%	7.5%	Semester 1 Week 15	<b>Task 4B: Semester 1 Examination</b>	A representative sample of the syllabus content, based on the external examination specifications
	6.25%		Listening and responding	
	5%		Reading and responding Writing in Polish	
	7.5%	Semester 2 Week 15	<b>Task 9B: Semester 2 Examination</b>	A representative sample of the syllabus content, based on the external examination specifications
	6.25%		Listening and responding	
	5%		Reading and responding Writing in Polish	

\* The content is organised into three prescribed themes: 1) the individual; 2) the Polish-speaking communities; 3) the changing world.

## Appendix 2 – Grade descriptions

A

### Written production

Competently conveys information and develops ideas that are relevant to the topic.  
 Makes comparisons and relevant cultural and cross-cultural references (where required) across a range of topics and uses examples to illustrate ideas and/or opinions.  
 Uses a broad range of language with a high degree of grammatical accuracy, and appropriately for the audience, context, purpose and/or text type.  
 Produces writing that is fluent and sequenced logically, using a sophisticated vocabulary, complex sentence structures and range of verb tenses.  
 Demonstrates comprehensive understanding of the language features and the conventions of text types.

### Oral production

Capably identifies and comments on culturally specific aspects of language, behaviour and/or attitudes.  
 Presents an opinion or information about an aspect of the culture associated with the language, with a range of ideas and/or comparisons effectively supported by relevant evidence from the texts studied.  
 Capably maintains and advances the exchange, using efficient communication and repair strategies.  
 Uses highly accurate, well-structured responses, and a broad range of language and sentence structures.  
 Demonstrates excellent pronunciation, intonation, register, stress and/or tempo.

### Comprehension of spoken and written text

Accurately identifies, extracts and processes information from the text.  
 Effectively infers aspects such as points of view, attitudes and/or emotions and cultural cues from the text.  
 Effectively summarises, interprets, evaluates, compares and/or contrasts relevant information.  
 Presents relevant information in an organised response, using the correct register and stylistic features.  
 Accurately uses an appropriate range of vocabulary and grammar.  
 Misinterprets only minor details in complex texts.

B

### Written production

Produces writing that is effective and relevant, and covers a range of aspects within the topic.  
 Conveys information, develops ideas and/or expresses opinions and makes relevant cultural and cross-cultural references (where required) across a range of topics using some examples to illustrate.  
 Uses a range of vocabulary, structures and a variety of verb tenses.  
 Uses language appropriate for the audience, context, purpose and/or text type, with occasional errors.  
 Applies the rules of grammar and punctuation, but not always consistently.  
 Observes most of the conventions of text types and sequences content logically.

### Oral production

Identifies and comments on culturally specific aspects of language, behaviour and/or attitudes.  
 Presents information about an aspect of the culture associated with the language, with particular ideas, opinions and/or comparisons supported by relevant evidence from the texts studied.  
 Maintains and advances the exchange, using communication and repair strategies.  
 Uses a range of relevant and well-structured language, appropriate vocabulary and grammatical structures.  
 Achieves a high level of accuracy.  
 Demonstrates good pronunciation, intonation, register, stress and/or tempo.

### Comprehension of spoken and written text

Identifies, extracts and processes mostly relevant information from the text.  
 Infers some meaning from cultural cues and aspects such as points of view, attitudes and/or emotions.  
 Responds correctly to literal questions and presents relevant information.  
 Provides responses to inferential questions that may lack detail.  
 Accurately and appropriately uses the correct register and stylistic features.  
 Uses a range of vocabulary, grammar and expressions.  
 Summarises, interprets, evaluates, compares and/or contrasts relevant information.  
 Selects the wrong word or phrase occasionally when consulting the dictionary.

C

**Written production**

Produces writing that is generally relevant, but often lacks detail and internal cohesion.  
 Expresses a range of simple ideas, opinions and/or comparisons related to the topic.  
 Covers some aspects and provides some cultural references within the topic, but ideas may lack direction.  
 Uses language that is usually suitable for the audience, context, purpose and text type and includes familiar vocabulary and simple sentence structures.  
 Produces writing where the influence of English syntax, incorrect vocabulary choices and/or illogical sequencing may affect meaning.

**Oral production**

Identifies and comments on some culturally specific aspects of language, behaviour and/or attitudes.  
 Presents a limited range of ideas, opinions and/or comparisons about an aspect of the language culture.  
 Offers evidence from the texts studied for some of the points raised.  
 Occasionally requires some support from the other speaker to sustain the conversation.  
 Uses a range of appropriate vocabulary and simple language structures with a reasonable level of accuracy.  
 Demonstrates minor problems in pronunciation, intonation, register, stress and/or tempo.

**Comprehension of spoken and written text**

Identifies, extracts and processes some relevant information from the text.  
 Identifies some points of view, attitudes and/or emotions from the text, and extracts some meaning from language and cultural cues.  
 Gives occasional idiomatic translations or misinterprets some details in complex texts.  
 Uses a restricted range of familiar vocabulary, simple grammar and stylistic features.  
 Summarises, interprets, evaluates, compares and/or contrasts some relevant information.  
 Presents a response appropriate to the text type.

D

**Written production**

Produces writing that expresses simple ideas and provides basic information related to the topic.  
 Produces writing with inaccuracies and/or omissions that affect the ability to convey meaning.  
 Demonstrates minimal awareness of culturally specific aspects of the topic, and makes cultural references that are not always accurate or appropriate.  
 Makes limited use of language appropriate to the audience, context, purpose and/or text type.  
 Uses familiar vocabulary, with frequent errors in spelling, syntax; incorrectly applies the rules of grammar.  
 Produces writing that lacks structure and ideas may be disjointed, disorganised or unsequenced which impedes meaning.

**Oral production**

Identifies some culturally specific aspects of language, behaviour and/or attitudes.  
 Presents limited information about an aspect of the culture associated with the language.  
 Attempts to present ideas, opinions and/or comparisons, but does not support these with evidence from the texts. Requires repetition and rephrasing of questions by the other speaker.  
 Maintains a flow of conversation that is often impeded by hesitation and silences.  
 Uses a limited range of vocabulary and basic language structures with minimal accuracy.  
 Demonstrates significant problems with pronunciation, intonation, register, stress and/or tempo.

**Comprehension of spoken and written text**

Identifies, extracts and processes some information from spoken text with a minimal degree of accuracy.  
 Shows limited ability to identify points of view, attitudes and/or emotions from the text, and extracts little meaning from language or cultural cues.  
 Incorrectly identifies details or may identify only isolated detail and/or single words.  
 Summarises, interprets, evaluates, compares and/or contrasts limited information.  
 Presents a response which may be inappropriately organised and includes limited relevant information.  
 Uses a narrow range of grammar and vocabulary.

**E**

Does not meet the requirements of a D grade.