2022 VCE Polish oral external assessment report

General comments

Students were assessed on their knowledge and skills in using spoken language. The examination had two sections – a conversation of approximately seven minutes, during which students conversed with the assessors about their personal world, and a discussion of approximately eight minutes.

In both sections, students were assessed in these areas:

* communication (the capacity to maintain and advance the exchange appropriately and effectively)
* content (relevance, breadth and depth of information, opinions and ideas in the conversation and their capacity to present information, ideas and opinions on their chosen subtopic in the discussion)
* language (the accuracy of their vocabulary and grammar, the range and appropriateness of their vocabulary and grammar, and the clarity of their expression).

Students who engaged in higher-scoring conversations and discussions:

* demonstrated an excellent level of understanding by responding readily and confidently, used highly effective repair strategies, and carried the conversation forward with spontaneity
* presented an excellent range of information, opinions and ideas clearly and logically with highly relevant responses, were able to clarify, elaborate on and defend opinions and ideas very effectively, and demonstrated excellent preparation for the conversation and of their subtopic
* used sophisticated vocabulary and structures accurately and appropriately, and were usually able to self-correct
* used an excellent range of vocabulary, structures and expressions, and consistently used highly appropriate style and register
* had excellent pronunciation, intonation, stress and tempo.

In 2022, the majority of students scored highly in both sections of the oral examination. They demonstrated an excellent level of understanding, were well prepared and had researched their subtopics thoroughly. Students carried the conversation forward with spontaneity and used effective repair strategies.

Section 1 – Conversation

Assessors engaged with each student in a general conversation about the student’s personal world, for example, school and home life, family and friends, interests and aspirations.

Overall, students in 2022 demonstrated either a very good or excellent level of understanding of the assessors’ questions. They responded with relevant comments and presented a wide range of personal information or opinions.

Communication

Most students displayed a high level of communication skills and strategies such as maintaining eye contact, using body language and carrying the conversation forward with confidence and minimal prompting.

Areas for improvements include:

* becoming familiar and comfortable with words that are often used in different topics of the conversation such as aspirations, hobbies and family life
* practising repair strategies such as correcting themselves after a mistake
* using lead-in statements that responded directly to the assessors’ questions
* expanding on the conversation instead of waiting for the assessors’ next question.

Content

Students had prepared well for their subtopics, such as their personal world, school and home life, family and friends, and interests and aspirations. They were able to develop and defend their opinions and ideas about, for example, their future plans and what they can do to achieve them. Students were able to elaborate on their ideas in detail and give relevant examples as evidence. For example, when discussing aspirations, students who scored highly not only mentioned their chosen career path, but also linked it to the subjects studied at school and to further studies they wished to undertake as well as future employment opportunities.

Areas for improvements include:

* preparing to elaborate more on any point they were discussing with the assessors
* expanding on opinions and ideas instead of presenting facts only or reciting rote-learned content
* practising to converse about a wide range of possible subtopics that reach beyond the above suggested examples.

Language

In 2022 students who scored highly used a wide range of sophisticated vocabulary accurately and appropriately, for example by using formal language when addressing assessors. They were able to self-correct if they used the wrong vocabulary or made grammatical errors. Students who scored highly were able to correctly use gender endings, declension of nouns and the correct verb tenses.

Areas for improvements include:

* expanding vocabulary, especially on topics such as hobbies, home life, travel plans and future aspirations, for example using words such as ‘zdobyłem dużo medali’ (I won a lot of medals) instead of ‘mam dużo *medali’* (I have a lot of medals)
* accurately expressing meaning without resorting to rote-learned language and anglicisms
* being careful with vocabulary when talking about travel plans, for example using ‘chcę pojechać do …’ (I want to go to …)’ instead of ‘chcę iść do …’ (I want to walk to …).
* avoiding informal language when addressing assessors. For example, saying ‘Czy panie wiedzą’ (Do you know)’ instead of ‘Ty wiesz’ (you know)
* being careful when using words with different gender endings such as ‘dobra pogoda’ instead of ‘dobry pogoda (good weather)’
* being careful with the declension of nouns and adjectives. For example, incorrectly saying ‘jestem dobra/y z matematyki’ instead of ‘jestem dobrze z matematyce (I’m good at math)’ or ‘dla moich koleżanek’ instead of ‘dla mojej kolezanków (for my friends)*’*
* using correct prepositions such as ‘z Polski’ instead of ‘od Polsce (from Poland)’.

Students who scored highly used precise pronunciation, spoke clearly and at an appropriate tempo.

Areas for improvements include:

* not speaking too quickly
* using correct intonation and fluent or more natural pronunciation.

Students should note the following language issues.

|  |  |
| --- | --- |
| Incorrect use | Correct use |
| Ty, Wy | Pani, Panie (Madam, madams) |
| Byłem/Byłam | Zwiedzałem/Zwiedzałam (I visited) |
| Iść do Polski | Jechać or polecieć do Polski (go or fly to Polish) |
| Na Melbourne | W Melbourne (In Melbourne) |

Section 2 – Discussion

Each student gave a one-minute introduction of their subtopic to their assessor, who then engaged the student in a discussion exploring their subtopic. Students also provided assessors with any objects, such as photographs, maps or diagrams, brought to support the discussion. The discussion was an opportunity to explore aspects of the language and culture of communities in which Polish is spoken and the students are expected to make reference to the texts studied.

In 2022, students discussed their chosen subtopic and their supporting visual material, which had to be related to either the prescribed theme ‘The Polish-speaking communities’ or the prescribed theme ‘The changing world’. Students chose a range of subtopics, including youth issues such as environmental, financial and mental health from a youth perspective, and Polish cities.

Most students were well prepared and scored highly in all three areas (communication, content and language). They displayed a genuine interest in their chosen subtopic and demonstrated a good command of the Polish language. Students who had researched their subtopics thoroughly were able to discuss them in depth. Students who scored highly were able to explore different aspects of their chosen subtopic, including information, opinions and ideas, and to link them effectively to the supporting visual material.

Communication

Students adopted good communication strategies, such as eye contact and use of body language, and used highly effective repair strategies. Students who scored highly responded readily and confidently to questions on their chosen topics and clearly had a deep understanding of the topic.

Areas for improvements include:

* understanding and researching the topic thoroughly
* advancing the conversation forward with no support or prompting from assessors.

Content

Students who had researched their subtopics thoroughly were able to discuss them in depth, comment on various aspects, express their own unique opinions and refer to resources used. They were able to link the visual material that they had brought in with the subtopic and make interesting connections and observations. Many students displayed a genuine interest in their chosen subtopic and informed the assessors of their personal reason for choosing their particular subtopic.

Areas for improvements include:

* expanding vocabulary by using a mix of resources such as web-based articles, podcasts, Polish government publications, television documentaries, films and programs
* ensuring that they have a deep knowledge of their chosen subtopic and that they can explain and are able to link any supporting materials/posters such as maps and graphs to the subtopic
* expanding on opinions and ideas and providing unique viewpoints instead of presenting only factual information and reciting prepared content
* selecting a subtopic that genuinely interests them and is manageable, which provides them with an opportunity to demonstrate understanding of the content and showcase in depth what was learnt.

Language

Students were able to support and explain their answers with evidence of their own opinions, using sophisticated vocabulary and sentence structures such as spektakularne widoki (spectacular views), edukacja finansowa jest bardzo ważnym aspektem (financial education is a very important aspect), and jest nurtującym problemem (it is a bothering problem).

Areas for improvements include:

* self-correcting grammatical errors
* expanding vocabulary
* using declensions of nouns carefully. For example, saying ‘jest dwanaście potraw’ instead of ‘są dwanaście potrawy’ (‘there are 12 dishes’) or ‘zwiedzaliśmy Szczecin’ instead of ‘zwiedzaliśmy Szczecina’ (‘we visited Szczecin’)
* being careful with the conjugations of verbs, such as ‘młodzież pisze *listy’* instead of ‘młodzież piszą pisma’ (‘young people write letters’).

Students’ pronunciation and intonation was exemplary and their responses denoted spontaneity and passion for the subtopics.

Areas for improvements include:

* speaking clearly and at a good pace
* ensuring that speech flows naturally.

Students should note the following language issues.

|  |  |
| --- | --- |
| Incorrect use | Correct use |
| Od młodego latu | Od najmłodszych lat (From an early age) |
| Grałam/em sport | Uprawiam sporty (I play sports) |
| Pochodzi od Warszawie | Pochodzi z Warszawy (He comes from Warsaw) |
| Byłem, widziałem | Zwiedzałem (I visited) |

More information

Refer to the [VCE Polish study design](https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/polish/Pages/Index.aspx) and [examination criteria and specifications](https://www.vcaa.vic.edu.au/assessment/vce-assessment/past-examinations/Pages/Polish.aspx) for full details on this study and how it is assessed.