

Accreditation Period

Units 1 and 2

**2002–2023**

Units 3 and 4

**2002–2024**



Victorian Certificate of Education

# POLISH

STUDY DESIGN



[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## Amendments to study design history

Version	Status	Release Date	Comments
1.1	Current	December 2023	The accreditation period for Units 1 and 2 expired 31 December 2023.  The accreditation period for Units 3 and 4 has been extended and expires 31 December 2024.
1	Superseded	January 2001	

Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

### Polish

The following agencies have contributed to this document:

Board of Studies, New South Wales  
Board of Studies, Victoria  
Curriculum Council of Western Australia  
Northern Territory Board of Studies  
Senior Secondary Assessment Board of South Australia  
Tasmanian Secondary Assessment Board

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## **IMPORTANT INFORMATION**

### **Accreditation period**

Units 1 and 2: 2002–2023

Units 3 and 4: 2002–2024

Accreditation period for Units 1 and 2 ends 31 December 2023

Accreditation period for Units 3 and 4 ends 31 December 2024

### **Other sources of information**

The *VCE Bulletin* is the only official source of changes to regulations and accredited studies. The *VCE Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCE Bulletin*.

To assist teachers in assessing school-assessed coursework in Units 3 and 4 the Board of Studies will publish annually an assessment guide which will include advice on the scope of the tasks and the criteria for assessment.

The *VCE Administrative Handbook* for the current year contains essential information on assessment and other procedures.

### **VCE providers**

Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

### **Photocopying**

VCE schools only may photocopy parts of this study design for use by teachers.



# Introduction

## THE LANGUAGE

The language to be studied and assessed is modern standard Polish. Students should be aware of different levels of language, for example formal and informal language and colloquialisms. Students are expected to know that dialects exist, but 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.

The study of Polish develops students' ability to understand and use a 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.

Polish has a long tradition as a literary language, dating from the tenth century. Its significance in the twentieth century has been recognised in the award of 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. A knowledge of Polish provides students with direct access to this rich cultural heritage.

The ability to communicate in Polish may, in conjunction with other skills, provide students with enhanced vocational opportunities in areas such as interpreting, translating, community welfare, education and trade.

## AIMS

This study is designed to enable students to:

- use Polish to communicate with others;
- understand and appreciate the cultural contexts in which Polish is used;
- understand their own culture(s) through the study of other cultures;
- understand language as a system;
- make connections between Polish and English, and/or other languages;
- apply Polish to work, further study, training or leisure.

**INTRODUCTION****STRUCTURE**

The study is made up of four units. Each unit is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of the key knowledge and skills students are required to demonstrate.

**ENTRY**

Polish is designed for students who will, typically, have studied Polish for at least 400 hours at completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must undertake Unit 3 prior to undertaking Unit 4.

**DURATION**

Each unit involves at least 50 hours of scheduled classroom instruction.

**CHANGES TO THE STUDY DESIGN**

During its period of accreditation minor changes to the study will be notified in the *VCE Bulletin*. The *VCE Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCE Bulletin*.

**MONITORING FOR QUALITY**

The Board of Studies will, from time to time, undertake an audit of Polish to ensure that the study is being taught and assessed as accredited. Teachers must ensure that all records and samples of students' work are maintained and available should the study be subject to audit. The details of the audit procedures and requirements are published annually in the *VCE Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited.

**SAFETY**

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

**USE OF INFORMATION TECHNOLOGY**

In designing courses for this study teachers are encouraged to incorporate information technology in teaching and learning activities. The Advice for Teachers section provides specific examples of how information technology can be used in this study.

**COMMUNITY STANDARDS**

It is the responsibility of the school to ensure that all activities in this study are conducted within ethical guidelines. This is of particular concern in the use of information located on the World Wide Web.



## VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should note that they will need to seek registration as a training provider, or to enter into an agreement with a registered training provider able to offer the module outcomes to students on their behalf. For further information, contact the Office of Post Compulsory Education, Training and Employment (PETE).

The school-assessed coursework component of this study is designed to allow the integration of tasks required in Modules 2A and 2B of the *National TAFE Language Course Stage One\**. The outcomes for Module 2A relate most closely to Units 1 and 2; the outcomes for Module 2B relate most closely to Units 3 and 4.

The VCE coursework assessment tasks (including those required for the detailed study VET option) are sufficiently flexible for both the VCE outcomes and selected outcomes required for Modules 2A and 2B to be met. Examples of how this might be done are provided on pages 50–52.

Students who successfully meet all of the outcomes required for Module 2A will be eligible to receive from their registered provider a Certificate II in Applied Languages. Students who meet all of the outcomes required for Module 2B will be eligible to receive a Certificate III in Applied Languages.

It is important to note that there are significantly more outcomes to be met in both Modules 2A and 2B than in VCE Units 1 and 2, and in Units 3 and 4, respectively. Although there is considerable scope for several of the module outcomes to be incorporated into one VCE assessment task, it is possible that (unless the student has completed some of the module outcomes previously) a number of additional assessment tasks (beyond the eight required for VCE Units 1 and 2, and six required for VCE Units 3 and 4) will be required, if the student is to achieve them all for the purposes of VET certification.

Schools might therefore wish to consider incorporating outcomes from Module 2A into Year 10 programs as well as into VCE Unit 1, and outcomes from Module 2B into VCE Unit 2 tasks, in addition to tasks in Units 3 and 4.

No additional enrolment procedure is required for students wishing to follow this VET option. It is important to note, also, that students who successfully complete the outcomes for Modules 2A and/or 2B will not receive any additional credit for satisfactory completion of the VCE, or for the calculation of the ENTER.

\**National TAFE Language Course: Stage One; Generic Curriculum*, ACTRAC Products, 1994, available from Australian Training Products (tel: 03 9630 9836).

# Assessment and reporting

## SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Board of Studies as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Board of Studies as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

## AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE Administrative Handbook* for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

## LEVELS OF ACHIEVEMENT

### Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Board of Studies. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

**Units 3 and 4**

The Board of Studies will supervise the assessment of all students undertaking Units 3 and 4.

In Polish the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the final assessment are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Units 3 and 4 examinations: 50 per cent.

# Areas of study

## Units 1–4 Common areas of study

The areas of study for Polish comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study have been selected to provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

### **THEMES, TOPICS AND SUB-TOPICS**

There are three prescribed themes:

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

These themes have a number of prescribed topics and suggested sub-topics. The placement of the 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 are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 23 and 24.

## PRESCRIBED THEMES AND TOPICS, AND SUGGESTED SUB-TOPICS

The individual	The Polish-speaking communities	The changing world
<ul style="list-style-type: none"> <li>• <b>Relationships</b> <i>For example, family, friendship, changing relationships between generations, good manners.</i></li> <li>• <b>Education and aspirations</b> <i>For example, school life and experiences, future expectations, school community.</i></li> <li>• <b>Leisure and interests</b> <i>For example, hobbies, sport, keeping fit and healthy, cultural activities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Visiting Poland</b> <i>For example, natural features and historical places, environment.</i></li> <li>• <b>Polish customs and traditions</b> <i>For example, festivals and celebrations, Christmas and Easter, name-days.</i></li> <li>• <b>Legends and significant historical events</b> <i>For example, Lech, Czech I Rus, Legenda o smoku wawelskim.</i></li> <li>• <b>Famous people in science, art, literature and music</b> <i>For example, Nobel Prize winners.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Migration in the past and present</b> <i>For example, reasons, difficulties and adaptation, new life and opportunities.</i></li> <li>• <b>World of work</b> <i>For example, careers and occupations, employment and unemployment, impact of work on family life, technological change.</i></li> <li>• <b>Social issues</b> <i>For example, youth issues, disabled people's issues, environmental issues.</i></li> </ul>

Note: **Bold** = Prescribed themes, **Bold Italics** = Prescribed topics, *Italics* = Suggested sub-topics.

## TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (\*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program.

Advertisement	Formal letter*	Personal profile*
Announcement	Informal letter*	Poem
Article*	Instructions	Postcard*
Brochure	Interview	Recount*
Cartoon/picture	Invitation*	Report*
Conversation*	Journal/diary entry*	Review*
Chart/table	Map	Text of a speech*
Discussion*	Note/message*	

## KINDS OF WRITING

The student is expected to be familiar with, and be able to produce the following five kinds of writing: personal, informative, persuasive, evaluative and imaginative.

## VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop

the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 31.

## GRAMMAR

The student is expected to recognise and use the following grammatical items:

<b>Noun</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>Verb</b>	infinitive
aspect		
perfective, imperfective		<i>czytać - przeczytać</i> <i>biec - dobiec</i>
person		<i>ja mam, ty masz...</i>
number		<i>mam, mamy,</i> <i>masz, macie...</i>
tense		
present		<i>robię, robimy</i>
past		<i>robiłem/am</i> <i>robiliśmy/robiłyśmy</i>
future		
simple		<i>zrobię</i>
compound		<i>będzie robić, będzie robiła/o</i>
mood		
indicative		<i>czytasz</i>
conditional	<i>cztałbyś/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

<b>Participle†</b>	adjectival	
	active	<i>czytające</i>
	passive†	<i>czytane</i>
	adverbial contemporaneous†	
	anterior	<i>pisząc</i>
<b>Adjective</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>Adverb</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>Numeral</b>	cardinal	<i>jeden, dwa</i>
	ordinal	<i>pierwszy, drugi</i>
	collective†	<i>czworo, czworga</i> <i>dziesięcioro dzieci,</i> <i>dziesięciorga dzieci</i>
	declension†	<i>jeden, jednego, jednemu...</i> <i>pierwszy, pierwszego, pierwszemu...</i>
	dates and times	<i>piątego maja dwa tysiące drugiego roku</i> <i>ósma piętnaście, piętnaście po ósmej</i>
	gender	<i>ósma, ósmy, ósme</i>
<b>Preposition</b>	prepositions govern the particular cases	<i>z domu, z domem, do domu,</i> <i>za domem, w domu, między domami,</i> <i>przed domem, o domu, na domu</i>
<b>Pronoun</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>ty, ciebie, tobie...</i>
	short and long forms	<i>mnie, mi</i>

†for recognition only

<b>Word formation</b>	diminutives† augmentative†	<i>dom, domek, domeczek</i> <i>kot, kocisko</i>
<b>Spelling</b>	words with <b>ó/u, rz/ż, ch/h</b> main rules and exception soft consonants: <b>si-ś, ci-ć, zi-ź, ni-ń, dzi-dź</b> function of the vowel 'i' two consonants representing one sound: <b>cz, sz, dż, dź, rz, ch</b> words with: <b>-ą-, -ę-, om, em, on, en</b>	<i>góra, muza, rzeka, żona, choroba, Hel</i> <i>siać, śnieg, cię, ćma, ziemia, żrebak, niania, słońce, dźwięk, dzień</i> <i>człowiek, szukać, dżem, dźwignia, rzeka, choinka,</i> <i>wąs, węgiel, kompromis, lament, lont</i>
	negation with the basic categories 1. noun 2. verb 3. adjective 4. adverb	<i>nieszczęście</i> <i>nie wiem</i> <i>nieładny</i> <i>nieładnie</i>
<b>Sentence</b>	types statement question exclamation	<i>Mam 5 lat.</i> <i>Ile masz lat?</i> <i>Wejdź proszę!</i>
<b>Sentence structure</b>	structure simple compound sentences complex sentences	<i>Napisałem zdanie.</i> <i>Napisałem szybko zdanie i spakowałem książki.</i> <i>Napisałam szybko zdanie, ponieważ chciałam zdążyć do kina.</i>
<b>Conjunction</b>	coordinating subordinating	<i>i, a, ale, albo, czy, co, że, który</i> <i>dlatego, bo, jeżeli</i>
<b>Punctuation</b>	capital letters, full stops, exclamation marks, question mark, colon and basic rules of commas	
<b>Abbreviation</b>	most common limited use	<i>np., itd., itp.</i>

† for recognition only



# Unit 1

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of the following outcome:

### Outcome 1

On completion of this unit the student should be able to establish and maintain a written or spoken exchange related to personal areas of experience.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to describing, explaining and commenting on past, present or future events or experiences;
- use vocabulary and expressions appropriate to the topic area;
- use a range of question and answer forms;
- link and sequence ideas and information;
- initiate, maintain and close an exchange;
- use appropriate intonation, stress, pitch/spelling and punctuation;
- self-correct/rephrase to maintain communication;
- recognise and respond to cues for turn taking;
- communicate through various modes, for example letter, fax, email, voicemail and telephone, as well as face-to-face;
- use appropriate non-verbal forms of communication, such as eye contact and handshake.

### Outcome 2

On completion of this unit the student should be able to listen to, read and obtain information from written and spoken texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply knowledge of vocabulary and structures related to topics studied;
- recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;

## UNIT 1

- apply knowledge of conventions of text types such as newspaper articles, radio commentary, reports, webpages, extracts;
- identify key words, main points and supporting ideas;
- order, classify and link items from various parts of the text;
- convey gist and global understanding as well as items of specific detail;
- establish and confirm meaning through re-reading, using headings and glosses, and referring to dictionaries.

### Outcome 3

On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- apply the conventions of relevant text types such as text, review, article;
- use structures related to explaining, describing, comparing and commenting on past, present and future events or experiences;
- summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions;
- link ideas, events and characters;
- select and make use of relevant evidence and materials;
- identify main ideas, events and sequences of action;
- provide personal commentary and response on aspects of texts.

### ASSESSMENT

The award of satisfactory for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies publishes annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should also be selected to ensure that, over the course of the unit, both oral and written skills in Polish are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- informal conversation

*or*

- reply to personal letter/email/fax.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Polish or English

*and*

- read written texts (e.g. extracts, advertisements, brochures) to obtain information to complete notes, charts or tables in Polish or English

**Outcome 3:**

- oral presentation

*or*

- review

*or*

- article.

It is expected that the student will be able to respond in Polish to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Polish, and the other a response in English.

# Unit 2

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of the following outcomes.

### Outcome 1

On completion of this unit the student should be able to participate in written or spoken exchange related to making arrangements and completing transactions.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the following knowledge and skills to:

- use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing;
- use vocabulary and expressions appropriate to the topic areas;
- use fillers, affirming phrases and formulaic expressions related to negotiation/transaction;
- make arrangements, come to agreement, and reach decisions;
- obtain and provide goods and services, and public information;
- link and sequence ideas;
- initiate, maintain, direct as appropriate, and close an exchange;
- use examples to support arguments, and to convince;
- use appropriate non-verbal forms of communication;
- respond appropriately to the context, purpose and audience described.

### Outcome 2

On completion of this unit the student should be able to listen to, read, and extract and use information from spoken and written texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use vocabulary and structures related to topics studied;
- apply the conventions of relevant text types such as an interview or newspaper report;
- infer meaning from linguistic and contextual features;

- summarise, explain and contrast ideas and information from different texts;
- infer points of view, opinions and ideas;
- extract and recognise information and ideas from one text type to another;
- appreciate cultural aspects critical to understanding text.

### Outcome 3

On completion of this unit the student should be able to give expression to real or imaginary experience in written or spoken form.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate knowledge and skills to:

- apply the conventions of relevant text types, for example, personal letter, short story;
- use structures related to describing, recounting, narrating or reporting upon past, present or future events or experiences;
- use a range of appropriate vocabulary and expressions;
- use stylistic techniques such as repetition, metaphors and exclamations;
- structure writing to sequence main points/events and develop ideas logically;
- vary language for audience, context and purpose.

### ASSESSMENT

The award of satisfactory achievement for a unit is based on a decision that the student has demonstrated achievement of the outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the selection of assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of knowledge and skills should not be assessed separately.

Assessment tasks should be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed. Tasks should be selected to ensure that, over the course of the unit, both oral and written skills in Polish are assessed. Therefore, if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.

A total of four tasks should be selected from those listed below.

**Outcome 1:**

- formal letter, or fax, or email

*or*

- role-play

*or*

- interview.

**Outcome 2:**

- listen to spoken texts (e.g. conversations, radio, podcasts) and reorganise information and ideas in a different text type

*and*

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Outcome 3:**

- journal entry

*or*

- personal account

*or*

- short story

It is expected that the student responds in Polish to all assessment tasks selected.

# Units 3 and 4

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

## DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

There are two options for detailed study: Language and culture through texts; Language and culture through VET.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class or different sub-topics may be selected for individuals or groups of students. In the former case, 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 coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination.

At least one and no more than two of the six coursework assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student's understanding of the language and culture of the Polish-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 30). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

### Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Polish-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable the student to develop 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 the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

#### **Language and culture through VET**

This detailed study allows the student to explore and compare aspects of the language and culture of the Polish community through the study of outcomes drawn from Module 2B of the National TAFE Language Course, Stage One.

The sub-topic selected for this detailed study must allow for the incorporation of study related to Outcomes 14, 15, and one or more of Outcomes 2, 5 and 13 from module 2B of the National TAFE Language Course, Stage One. For further details of this course, refer to page 9.

FOR USE IN VET



# Unit 3

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

### Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use a range of relevant text types;
- create a personal or imaginative text, focusing on an event or experience in the past, present or future;
- show knowledge of first- and third-person narrative perspectives;
- vary language for audience, context and purpose;
- organise and sequence ideas;
- simplify or paraphrase more complex expressions;
- select and make appropriate use of reference materials, including dictionaries.

### Outcome 2

On completion of this unit the student should be able to analyse and use information from spoken texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- convey gist, identify main points, supporting points and detailed items of specific information;
- infer points of view, attitudes, emotions from context and/or choice of language and intonation;
- show knowledge of registers and stylistic features such as repetition, tone and rhythm of language.

**UNIT 3****Outcome 3**

On completion of this unit the student should be able to exchange information, opinions and experiences.

*Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- exchange and justify opinions and ideas;
- present and comment on factual information;
- describe and comment on aspects of past, present and future experience;
- ask for and give assistance or advice;
- use appropriate terms of address for familiar and unfamiliar audiences;
- link and sequence ideas and information;
- use a range of question forms;
- self-correct/rephrase to maintain communication.

**ASSESSMENT**

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

**Assessment of levels of achievement**

The student's level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

*Contributions to final assessment*

School-assessed coursework for Unit 3 will contribute 25 per cent to the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the final assessment.

***School-assessed coursework***

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
<b>Outcome 1</b> Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	20
<b>Outcome 2</b> Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
<b>Outcome 3</b> Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue	20
<b>Total marks</b>		<b>50</b>

\* School-assessed coursework for Unit 3 contributes 25 per cent to the final assessment.

# Unit 4

## AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–16 of this study design.

## OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

### Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- understand and convey gist, identify main points and extract and use information;
- infer points of view, attitudes, emotions from context and/or choice of language;
- summarise, interpret and evaluate information from texts;
- compare and contrast aspects of different texts on a similar topic;
- accurately convey understanding;
- show knowledge of and use a range of text types;
- show knowledge of and use of simple stylistic features such as repetition and contrast;
- infer meaning from cognates, grammatical markers and common patterns of word formation;
- appreciate cultural aspects critical to understanding the text.

### Outcome 2

On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of the Polish-speaking communities.

#### *Key knowledge and skills*

To achieve this outcome the student should demonstrate the knowledge and skills to:

- compare and contrast aspects of life in Polish-speaking communities with those in Australia;
- identify and comment on culturally specific aspects of language, behaviour and attitude;
- present an opinion about an aspect of the culture associated with the language;
- identify similarities and differences between texts, and find evidence to support particular views;
- show an awareness that different social contexts require different types of language;
- select and make use of relevant reference materials.

## ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Board of Studies will publish annually an assessment guide which will include advice on the scope of the assessment tasks and the criteria for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

### Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

#### *Contributions to final assessment*

School-assessed coursework for Unit 4 will contribute 25 per cent of the final assessment.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent of the final assessment.

#### *School-assessed coursework*

Teachers will provide to the Board of Studies a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment guide published annually by the Board of Studies. The assessment guide will also include advice on the scope of the tasks and the criteria for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision.

Outcomes	Assessment tasks	Marks allocated*
<b>Outcome 1</b> Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.	10
<b>Outcome 2</b> Respond critically to spoken and written texts which reflect aspects of the language and culture of the Polish-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.	20
	A three- to four-minute interview on an issue related to texts studied.	20
<b>Total marks</b>		<b>50</b>

\* School-assessed coursework for Unit 4 contributes 25 per cent to the final assessment.

**End-of-year examinations**

The end-of-year examinations are:

- an oral examination
- a written examination.

**Oral examination (approximately 15 minutes)***Purpose*

The oral examination is designed primarily to assess the student'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 student and the assessor(s). It will consist of a general conversation about the student's personal world, for example school and home life, family and friends, interests and aspirations.

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

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the Discussion. The focus of the Discussion will be to explore aspects of the language and culture of Polish-speaking communities. The student will be expected to either make reference to texts studied or, if they have elected to follow the VET option, to discuss aspects of Outcomes 2, 5, 13, 14 or 15 from module 2B.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted.

**Written examination (3 hours including 10 minutes reading time)**

The student may use monolingual and/or bilingual print dictionaries in the written examination.

**Section 1: Listening and responding***Purpose*

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

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

- the context, purpose and audience of the text;
- aspects of the language of the text, for example 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 student hears five to seven texts in Polish covering a number of text types. The total listening time for one reading of the texts without pauses will be approximately 7–8 minutes.

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 student may take notes. The student will be given sufficient time after the second reading to complete responses.

The student 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 two to four short texts, and one longer text.

Questions will be phrased in English for responses in English.

#### **Part B**

There will be one short text and one longer text.

Questions will be phrased 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 the student's knowledge and skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding in Polish to information provided in a text.

#### *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 student 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 phrased in English for responses in English.

#### **Part B**

The student will be required to read a short text in Polish of approximately 150 words, such as a letter, message, advertisement, or notice. The student will be required to respond to questions, statements, comments and/or other specific items provided in the written text. The task will specify a purpose, context and audience. The text type the student will be required to produce will be drawn from those listed for productive use on page 13.

The student will be expected to write a response of 150–200 words in Polish. The task will be phrased 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 student's ability to express ideas through the creation of original text in Polish.

*Specifications*

The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of two to four tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (informative, imaginative, persuasive, etc.) through, for example:

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

The student will be required to write a response of 200–250 words in Polish. The tasks will be phrased in English and Polish for a response in Polish.



## SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

### Outcomes and assessment tasks for Units 1 and 2

Outcomes	Unit 1 (4 tasks)	Outcomes	Unit 2 (4 tasks)
1 Establish and maintain a written or spoken exchange related to personal areas of experience.	Informal conversation. or Reply to personal letter/fax/email.	1 Participate in a written or spoken exchange related to making arrangements and completing transactions.	1 Formal letter/fax/email. or Role-play. or Interview.
2 Listen to, read, and obtain information from written and spoken texts.	Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Polish or English. and Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Polish or English.	2 Listen to spoken texts to extract information from written and spoken texts.	2 Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.
3 Produce a personal response to a text focusing on real or imaginary experience.	Oral presentation. or Review. or Argument.	3 Give expression to real or imaginary experience in written or spoken form.	3 Journal entry. or Personal account. or Short story.

## UNIT 4

## Outcomes and coursework assessment tasks for Units 3 and 4

Outcomes	Unit 3 (3 tasks)	Outcomes	Unit 4 (3 tasks)
1 Express ideas through the production of original texts.	A 250-word personal or imaginative written piece.	1 Analyse and use information from written texts.	A response to specific questions, messages or instructions, extracting and using information requested.
2 Analyse and use information from spoken texts.	A response to specific questions, messages or instructions, extracting and using information requested.	2 Respond critically to spoken and written texts which reflect aspects of the language and culture of the Polish-speaking communities.	A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review. and A three- to four-minute interview on an issue related to texts studied.
3 Exchange information, opinions and experiences.	A three- to four-minute role-play, focusing on the resolution of an issue.		

## Contribution of assessment tasks to study score

School-assessed coursework	%	End-of-year examinations	%
<b>Unit 3</b>		<b>Oral examination</b>	
250-word personal or imaginative written piece.	10	Conversation	12.5
Response to spoken texts.	5	Discussion	
Three- to four-minute role-play.	10		
<b>Unit 4</b>		<b>Written examination</b>	
Response to written texts.	5	Listening and responding Part A: Response in English Part B: Response in Polish	10 5
250–300-word informative, persuasive or evaluative written piece.	10	Reading and responding Part A: Response in English Part B: Response in Polish	10 5
Three- to four-minute interview.	10	Writing	7.5

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<b>Overall contribution of school-assessed coursework and end-of-year examinations</b>	<b>%</b>
Oral	32.5
Responding to spoken texts	20
Responding to written texts	20
Writing	27.5

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# Advice for teachers

## DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 35.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

## METHODS

Any communicative teaching method or combination of methods which allows students to demonstrate achievement of the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students' preparation. Teachers themselves will judge at what points in their course such instruction will be needed.


## STRUCTURE AND ORGANISATION

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.



## USE OF INFORMATION TECHNOLOGY

In designing courses and developing learning activities for Polish, teachers are encouraged to make use of applications of information technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web.

## EXAMPLE OUTLINES

The example outlines which follow are not intended to represent fully worked courses, but illustrate one way of integrating areas of study, outcomes, learning activities and assessment tasks. They include suggested sub-topics for the detailed study, and an example of how VET and VCE outcomes and assessment tasks can be aligned. The examples that make use of information technology are identified by this icon .

### Unit 1

Theme	Examples of learning activities
The individual	 search the Internet for information about different leisure pursuits in Poland and compare them in points
<b>Topic</b>	
Leisure and interests	 write a reply to an email from a friend in Poland about your hobbies, interests and personal qualities
<b>Grammar</b>	
Use of noun, verb and adjective in simple sentences, present tense, gender and number in nouns and adjectives.	survey your class about their weekend/leisure pursuits, and report the results
<b>Text types</b>	
Email, survey, documentary, speech	watch a documentary about leisure/teenage life in Poland and compare with Australia in an oral presentation prepare a speech about a particular sport and explain its popularity in Poland

Example assessment task	
<b>Outcome 2:</b> Listen to, read and obtain information from written and spoken texts.	Read a brochure and use the information to complete a chart detailing the attractions of and equipment necessary for different hobbies.

## Unit 1

### Theme

The Polish-speaking communities

### Topic

Polish customs and traditions

### Grammar

Adverbs of time, place, manner

Comparison of adverbs

### Text types

Documentary, article, talk, calendar, notes

### Examples of learning activities

watch a documentary on a celebration in Poland (e.g. Christmas) and discuss the difference between social and cultural values in Poland and Australia

prepare a calendar showing the main celebrations in Poland and discuss the most important and culturally significant

give a short talk to a group of students about Polish customs and discuss the origin and context

use knowledge of the differences between Christmas and Easter traditions in Poland, and write about these in a short article for a magazine

### Example assessment task

**Outcome 1:** Establish and maintain written or spoken exchange related to personal areas of experience.

Role-play a telephone conversation inviting a friend to participate in a cultural activity. Agree upon a convenient time and date.

## Unit 1

### Theme

The changing world

### Topic

World of work

### Grammar

Adjective: agreement, gender, number, case

Comparison

### Text types

Article, interview, account

### Examples of learning activities

read an article about working conditions in contemporary Poland; extract the main points and discuss

listen to a radio interview of someone comparing working conditions in Poland and Australia, and discuss the differences

read personal accounts of migration experiences and make a comparison

read articles about the impact of work on family life and summarise the main points

### Example assessment tasks

**Outcome 2:** Listen to, read and compare information from written and spoken texts.

Listen to a broadcast about working conditions and complete a chart showing the skills required for certain jobs.

**Outcome 3:** Produce a personal response to a text focusing on real or imaginary experience.

Write a review of a documentary on changes in work patterns explaining why you agree or disagree with the points made.

## Unit 2

### Theme

The individual

### Topic

Education and aspirations

### Grammar

Tenses: past and future

Question and answer forms

### Text types

Résumé, email, letter of application, role-play

### Examples of learning activities

in pairs, read sample résumés, discuss main features and write a summary. Key words to include

write a letter of application in response to an advertisement for a guide



write an email to a friend in Poland discussing the skills and experience you have gained and asking about their plans for the future

### Example assessment task

**Outcome 1:** Participate in written or spoken exchange related to making arrangements and completing transactions

Participate in a role-play convincing a prospective employer of your suitability for a casual position.



## Unit 2

### Theme

The Polish-speaking communities

### Topic

Visiting Poland

### Grammar

Numerals: cardinal, ordinal, collective

Dates and times

### Text types

Brochure, website, documentary, discussion, list, film, summary

### Examples of learning activities

read information on different historical events and make a list of dates and events important to Polish-speaking communities



view a Polish website offering information on the Warsaw Uprising and discuss its main points

watch a documentary on significant Polish historical events and write an article on one of these and explain its significance



search the internet for information on Poland as a travel destination and make a list of historical places to see

read brochures on interesting tourist destinations in Poland and discuss them, agree on a possible itinerary

### Example assessment task

**Outcome 2:** Listen to, read, understand and summarise information and ideas from spoken and written texts.

Watch a documentary on significant events in Poland and use the information to write a brief summary of each.

## Unit 2

### Theme

The changing world

### Topic

Migration in the past and present

### Grammar

Numerals: gender

Verb – voice: active, passive, reflexive

Verb: persons

### Text types

Short story, interview, film

### Examples of learning activities

watch a video or film, e.g. *Francis S. M...*, and compare and discuss the experiences of major characters

read a short story based on the experiences of Polish migrants, focusing on the main events

in class or listen to a radio program about the role migrant workers played in Australia, and discuss and make presentations

### Example assessment task

**Outcome 3:** Give expression to feelings or imagination, and describe personal experience in written or spoken texts.

Write a short story about your own or someone else's experience, travelling or living in a foreign or overseas country, focusing on a significant event that has impressed you.

**Outcome2:** Listen to, read, and extract and use information and ideas from spoken and written texts.

Read an article about the history of migration from Poland and use the information as the basis for a short talk.

## Unit 3

### Theme

The individual

### Topic

Relationships

### Grammar

Verb: aspects (perfective, imperfective)

Negation

### Text types

Film, role-play, discussion, poem/song, summary

### Examples of learning activities

watch a Polish film, e.g. *Żona dla Australijczyka*, and discuss how the theme of relationships is presented

listen to a panel discussion on the generation gap and list the issues raised

read a poem or listen to a song about friendship; write a summary of the main issues presented

participate in a role-play discussing the challenge of reaching understanding between generations

### Example assessment task

**Outcome 1:** Express ideas through the production of original texts.

A 250-word personal or imaginative written piece.

Write a short story focusing on a significant event that tested a friendship.

## Unit 3

### Theme

The Polish-speaking communities

### Topic

Polish customs and traditions

### Grammar

Prepositions governing particular cases

### Text types

Role-play, report, conversation

### Examples of learning activities

role-play a conversation on the preparation of foods served at Easter celebrations

write a report for your school journal about the celebration of 'Andrzejki' in Poland

role-play an interview with a Polish visitor about the meaning of symbolic gifts in the Polish tradition, e.g. flowers

### Example assessment task

**Outcome 2:** Analyse and use information from spoken texts.

A response to specific questions, messages or instructions, extracting and using the information requested.

Listen to details provided about preparing for Easter, and write a list of instructions for the preparations that must be made before the celebration day ('Wielka sobota').

## Unit 3

### Theme

The changing world

### Topic

World of work

### Grammar

Spelling: main rules and exceptions

### Text types

Documentary, article, advertisement, telephone conversation

### Examples of learning activities



search the Internet for information related to employment opportunities and conditions for people who speak Polish; compile a list

listen to a documentary and extract information about the working conditions presented

read an article about problems of unemployment in Poland and summarise the main issues

read advertisements for casual positions, select one and role-play a telephone conversation to arrange a meeting with the employer/manager

### Example assessment task

**Outcome 3:** Exchange information, opinions and experience.

A three- to four-minute role-play, focusing on the resolution of an issue.

Role-play a discussion in which you seek to persuade a friend of the value of remaining at school.

## Unit 4

### Theme

The Polish-speaking communities

### Topic

Visiting Poland

### Grammar

Noun, adjective, verb and pronoun – declensions

### Text types

Email, article, talk, leaflet

### Examples of learning activities

read about Poland's natural features and use this information to create a tourist brochure

read newspaper articles about places in Poland which are environmentally at risk; give a short talk



write an email message to a friend asking for information about the pollution of the waterways in Poland

write an article on the need to take active measures to protect the environment from industrial abuse

### Example assessment task

**Outcome 1:** Analyse and use information from written texts.

A response to specific questions, messages or instructions, extracting and using information requested.

Read extracts about historical places in Poland which are environmentally threatened and use the main points to write an article for a brochure.

## Unit 4

### Theme

The Polish-speaking communities

### Topic

Famous people in science, art, literature and music

### Grammar

Statements, questions, exclamations, compound sentences

### Text types

Webpage, short story, documentary film, oral presentation, discussion, article

### Examples of learning activities



search the Internet for information about famous Polish speakers in the history of Australia and make notes

watch a documentary on prominent Polish scientists in 20<sup>th</sup> century and discuss this in class

watch a documentary film on Nobel Prize Winners of Polish origin and make notes for an oral presentation to younger students

read the short story about Sir Paul Edmund Strzelecki and discuss the importance of his achievements for Australia and Poland in an article to be posted on the school bulletin board

### Example assessment task

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture of the Polish-speaking communities.

A 250–300-word informative, persuasive or evaluative written response, for example report, comparison or review.

Write a 250–300-word report about a 20<sup>th</sup>-century Nobel Prize Winner of Polish origin, evaluating his/her contribution to society, based on texts studied.

## Unit 4

### Theme

The changing world

### Topic

Social issues

### Grammar

Tenses in complex sentences

### Text types

Documentary, article, discussion, letter

### Examples of learning activities

watch a documentary interviewing young people about problems affecting youth; make notes on the main points raised

read and discuss articles on the impact of youth unemployment in Poland and Australia

listen to a panel discussion on specific questions related to youth issues, and use the information to write a report based on the key points

write a letter to the editor on a youth issue and suggest some steps to alleviate the problem

### Example assessment task

**Outcome 2:** Respond critically to spoken and written texts which reflect aspects of the language and culture of the Polish-speaking communities.

A three- to four-minute interview on an issue related to texts studied.

Discuss the impact of unemployment on young people and suggest ways to improve the situation based on texts you have studied.



## SUGGESTED SUB-TOPICS FOR DETAILED STUDY

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

### **Theme: The individual**

Topic: Relationships

Possible sub-topics for detailed study:

- Family values in Poland.
- Responsibilities of women and men in the Polish family today.
- The importance of tradition in the Polish family.
- Portrait of the Polish family through film.

### **Theme: The Polish-speaking communities**

Topic: Visiting Poland

Possible sub-topics for detailed study:

- The positive and negative impact of tourism.
- Sites of cultural and historical importance.
- Polish churches as places of worship, and as art in stone.

### **Theme: The Polish-speaking communities**

Topic: Famous people in science, art, literature and music

Possible sub-topics for detailed study:

- Polish Nobel Prize Winners before the World War II and their significance for civilisation.
- Prof. J Zubrzycki as an initiator and propagator of the idea of Multiculturalism in Australia.
- Life, times and work of significant figures in the artistic heritage of Poland.

### **Theme: The changing world**

Topic: Migration in the past and present

Possible sub-topics for detailed study:

- The role and achievements of Polish post-war/migrants to Australia.
- Aspirations and perspectives of the new Polish generation in Australia.
- The challenge of migration.

### **Theme: The changing world**

Topic: Social issues

Possible sub-topics for detailed study:

- Social effects of technological innovation.
- The results and importance of the environmental 'Clean up' campaign in Australia and Poland.
- Disability – the challenge in Poland.

## ADVICE FOR TEACHERS

**EXAMPLE OUTLINE OF ASSESSMENT TASKS INCORPORATING BOTH VET AND VCE OUTCOMES**

The outline below is an example of how all the VET outcomes required for the National TAFE Language Course, Module 2B (Certificate 3 Applied Languages), can be aligned with VCE outcomes and assessment tasks for Units 2, 3 and 4.

VET Outcome 3: and VET Outcome 4:	Enquire about courses at an educational institution.  Enquire about housing at an educational institution.
VCE Unit 2 Outcome 1:	Formal letter.
Assessment task:	You are thinking of applying to do a course at a college in a Polish-speaking community. Write a letter to the overseas education officer enquiring about the costs, length and entry into courses relevant to your area of interest. Enquire also about the types, costs and availability of accommodation on the campus.

VET Outcome 1: and VET Outcome 6:	Seek medical attention (hospital/surgery/chemist) (1.1, 1.2, 1.3, 1.4) Write a thank-you letter/thank someone over the phone (6.1, 6.2, 6.3)
VCE Unit 2 Outcome 2:	Read written texts and reorganise the information and ideas in a different text type.
Assessment task:	A message has been left for you explaining that a guest due to arrive at the hotel where you work has been taken ill in hospital. Ring the local doctor and describe the condition of the patient, symptoms, and the information you have about their medical history. Seek advice on the best action to take and thank them for their assistance.

VET Outcome 11 and 12:	Describe personality of people. Exchange information about the area where you live.
VCE Unit 2 Outcome 2:	Listen to spoken texts and reorganise information and ideas in a different text type.
Assessment task:	Listen to the interview conducted by the students' association and write a report to be published in the students' magazine as advice for students intending to study overseas. Based on the information they provide, include details of the pros and cons of sharing accommodation, and the main things to look for in good accommodation.

VET Outcome 1: and VET Outcome 8:	Seek medical attention at a hospital/surgery/chemist (1.4, 1.5, 1.6, 1.7, 1.8). Hold a short conversation with one or more persons.
VCE Unit 3 Outcome 3:	Three- to four-minute role-play focusing on the resolution of an issue.
Assessment task:	A member of the tour group has been experiencing serious headaches and you have made an appointment with the local doctor. Assist your client to fill in the form provided. Explain their symptoms. Clarify the doctor's diagnosis and the effects of the medicine prescribed for them. Discuss the possibilities of obtaining a second opinion.
VET Outcome 5: and VET Outcome 9:	Demonstrate basic knowledge of the education system in a Polish-speaking community. Write a short dialogue in Polish.
VCE Unit 3 Outcome 1:	250- to 300-word personal response.
Assessment task:	You have recently returned from an exchange visit to a Polish-speaking community. Write an article for your school magazine focusing on your experiences of the school system in the Polish-speaking community. Describe your views of the school culture, philosophy and attitude to school, the subjects offered, level of achievement attained and aspects of the school culture, such as discipline, uniform, staff, and student relations.
VET Outcome 7:	Comprehend a simple, short conversation between two native speakers.
VCE Unit 3 Outcome 2:	Analyse and use information from spoken texts.
Assessment task:	Listen to the radio interview on changing attitudes to education in a Polish-speaking community. Using the information provided, write a comparison between the situation for school leavers in Australia and a Polish-speaking community.

ADVICE FOR TEACHERS

VET Outcome 2: and VET Outcome 10:	Demonstrate basic knowledge of medical practices and sickness in a Polish-speaking community. Read a short dialogue or passage.
VCE Unit 4 Outcome 1:	Analyse and use information from written texts.
Assessment task:	Read the two articles related to health provision in a Polish-speaking community. Using the information provided, write an article for a travel magazine outlining the major features of health provision in a Polish-speaking community, and provide key advice for potential tourists.

Detailed description of assessment tasks	
VET Outcome 13: and VET Outcomes 14,15:	Demonstrate knowledge of politics and government in a Polish-speaking community. Develop the specialised language and cultural knowledge.
VCE Unit 4 Outcome 2: and VCE Unit 4 Outcome 3:	Two- to three-paragraph informative piece. Three- to four-minute interview on an issue related to texts
Assessment tasks:	Write an informative article in which you outline the political figures currently prominent in a Polish-speaking community, and one or two recent issues or events.  There can only be real economic progress if the populace learns to look after itself, rather than relying on the state. Discuss this issue in a three- to four-minute interview.

### **SUMMARY OF OUTCOMES: MODULE 2B OF THE NATIONAL TAFE LANGUAGE COURSE (CERTIFICATE III, APPLIED LANGUAGES)**

1. Seek medical attention at hospital/surgery/chemist.
2. Demonstrate basic knowledge of medical practices, health and sickness in C2.
3. Enquire about courses at an educational institution.
4. Enquire about housing at an educational institution.
5. Demonstrate basic knowledge of the educational system in C2.
6. Write a thank-you letter/thank someone over the phone.
7. Comprehend a simple short conversation between two native speakers.
8. Hold a short conversation with one or more persons.
9. Write a short dialogue, notes or messages or narrative passage.
10. Read a short dialogue or narrative passage.
11. Describe personality of people.
12. Exchange information about the area/suburb/state where you live.
13. Demonstrate basic knowledge of politics and government in C2.
14. Develop some specialised cultural knowledge.
15. Develop some specialised language knowledge.

### **MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING**

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

#### **Personal writing:**

- Creates a sense of person/personality for the writer in the reader's mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

#### **Imaginative writing:**

- Manipulates the reader's response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

**Persuasive writing:**

- Manipulates the reader's emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Is strongly influenced by the nature of the target audience in choosing the persuasive techniques to adopt; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.

**Informative writing:**

- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of 'friendly helper' with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

**Evaluative writing:**

- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.

## MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

Text types	Identifiable features
<b>Advertisement</b>	Topic/product name; content (factual and persuasive information); register; style; layout.
<b>Article (magazine)</b>	Title; content; author (fictional name); register; style; layout.
<b>Article (newspaper)</b>	Title; date; place; content; author (fictional name); register; style; layout.
<b>Brochure/leaflet</b>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<b>Guide (tourist)</b>	Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.
<b>Instruction/recipe</b>	Title/topic; structure; content (equipment, method); register; style; layout.
<b>Invitation</b>	Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.
<b>Journal entry</b>	Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content; (information/reflection/evaluation); conclusion; register; style; layout.
<b>Letter (business)</b>	Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Letter/postcard (social): family, friend, acquaintance</b>	Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.
<b>Letter (to the editor)</b>	Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.
<b>Message/email</b>	Date; salutation; body (content); farewell; signing off; (fictional name); register; style; layout.
<b>Profile</b>	Title/heading; content (factual information); headings/sub-headings; register; style; layout.
<b>Report (factual)</b>	Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.
<b>Report (newspaper)</b>	Title; date; place; content; byline (fictional name); register; style; layout.
<b>Report (supporting recommendations)</b>	Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.
<b>Résumé</b>	Title; content (factual information); register; style; layout.
<b>Review/critique</b>	Topic; structure; content; author (fictional name); register; style; layout.
<b>Script (speech, report, sketch)</b>	Title/topic; structure; content; register; style; layout.
<b>Story, short story</b>	Title/topic; structure; content; author (fictional name); register; style; layout.

## SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

### BOOKS

#### Dictionaries

Bąba, St. & Liberek, J 1995, *Mały Słownik Frazeologiczny Współcz. Jęz. Polskiego*, Tow. Młóśników Jęz. Polskiego, Kraków, Warsaw.

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Markowski, A 1999, *Nowy Słownik Poprawnej Polszczyzny*, PWN, Warsaw.

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#### Grammar

Bilec, D 1998, *Polish: an essential grammar*, Routledge, London and New York.

Polish in 3 months.

*Polski dla cudzoziemców*, A Dąbrowska, R. Tobodzińska, 1998, 2nd edn, Towarzystwo Przyjaciół Polonistyki Wrocławskiej, Wrocław.

Gramatyka języka polskiego (klasa 4 and 5).

Paszport.

*Masza mowa, nasz świat* (klasa 3), W Gawdzik, 1982, 4th edn, Wydawnictwa szkolne i Pedagogiczne, Warszawa.

*Zaczynam mówić po polsku*, J Kucharczyk, 1995, Wing-Agencja Hakon. Łódź.

*Juz mówię po polsku*, J Kucharczyk, 1995, Wing-Agencja Hakon. Łódź.

Uczmy się polskiego.

### JOURNALS/PERIODICALS

*Kobieta i życie*

*Plomyczek*

*Przekrój*

*Wiktor*

*Pod Wiatr*

*Słowo Polskie*

*Życie Warszawy*

*Polityka*

*Wprost*

*Twój Styl*

Rota, Kwartalnik dla Polaków i Polonii poza granicami R.P., Fundacja Pomocy szkolnej na Wschodzie, Lublin.

### WEBSITES

[www.iyp.org/polish/starting.html](http://www.iyp.org/polish/starting.html)

[www.slavica.com/litfolk/lf100.html](http://www.slavica.com/litfolk/lf100.html)

[www.ourchat.com/prasa.html](http://www.ourchat.com/prasa.html)

[www.polska2000.pl/pl](http://www.polska2000.pl/pl)

<http://wp.wp.pl/>

[www.stopklatka.com.pl/](http://www.stopklatka.com.pl/)

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<http://ruch-teatralny.home.pl/>

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<http://www.filmpolski>

### THE INDIVIDUAL

#### Relationships

#### BOOKS

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*Wichura i trzciny*, I. Krzywicka.



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*Fotoplastykon*, A. Siesicka, Wydawnictwo Siedmiogród, Wrocław, 1990.

*Jezioro osobliwości*, K Siesicka.

Rostworowski, M 1983, *Polaków Portret Własny*, Arkady, Warsaw.

## FILMS/TELEVISION

*Noce i Dnie* (1975)

*Żona dla Australijczyka* (1964)

*Sami Swoi* (1967)

*Nie Ma Mocnych* (1974)

*Kochaj Albo Rzuć* (1977)

'Czterdziestolatek' (TV series) (1973)

'Wojna Domowa' (TV series) (1965)

*Kobieta Samotna* (1981)

*Wrony* (1994)

'Dekalog' (TV series) (1988)

'Rodzina Leśniewskich' (TV series) (1980)

'Dom' (TV series) (1982–90)

*Zmory* (1979)

*Pantarei* (1998)

*Ruchome Piaski* (1969)

*Życie Rodzinne* (1971)

## JOURNALS AND PERIODICALS

*Polityka*

*Rzeczpospolita*

*Kobieta i Życie*

*Przyjaciółka*

## Education and aspirations

### BOOKS

*Mów do mnie jeszcze*, W Martyniuk, 1986, Uniwersytet Jagielloński, 2nd edn, Kraków

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Fiut, A 1994, *Czesława Miłosza autoportret przekorny*, WL, Kraków.

### FILM

*Bohater Roku* (1987)

## JOURNALS AND PERIODICALS

*Nowy Dziennik*

*Perspektywy*

## Leisure and interests

### BOOKS

Bren, F 1990, *World Cinema I: Poland*, Flicus Books, Trowbridge.

Braun, K 1994, *Teatr Polski 1939–1989*, Wyd. Naukowe Semper, Warsaw.

Chmielewski, Zb 1980, *Polska Sportowa*, InterPress, Warsaw.

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Gombrowicz, W 1971, *Dziela Zebrane*, Inst. Lit., Paris.

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Raszewski, Zb 1977 *Krótką Historią Teatru Polskiego*, PIW, Warsaw.

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Tomaszewski, B 1957, *Halo, Halo Tu Mikrofony Polskiego Radia W Melbourne*, Czytelnik, Warsaw.

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## ADVICE FOR TEACHERS

**FILMS***Klincz* (1977)*Aria dla Atlety* (1979)*Olimpiada 40* (1980)*Znicz Olimpijski* (1970)**JOURNALS AND PERIODICALS***Teatr**Dialog**Scena**Film**Kino**Twórczość**Literatura Na Świecie**Nowe Książki**Zeszyty Historyczne*, Inst. Lit. Paris*Kultura*, Inst. Lit. Paris*Sportowiec**Przegląd Sportowy***WEBSITES**[www.filmweb.pl](http://www.filmweb.pl)<http://ruchteatralny.home.pl>**THE POLISH-SPEAKING COMMUNITIES****Visiting Poland****BOOKS**Albert, A 1983, *Najnowsza Historia Polski* (1918–1980), Krag, Warsaw.Davis, Norman 1985, *God's Playground – a History of Poland*, vol. I–II, Oxford, London.Davis, Norman 1997, *Europe*, Claredone Press, Pinlico.Fik, Marta 1989, *Kultura Polska po Jalcie*, Polonia, London.Hirst, J & MacIntyre, S 1998, *Australian History*, The Oxford University Press, Melbourne.Jasienica, P 1983, *Polska Piastów*, PIW, Warsaw.Jasienica, P 1983, *Polska Jagiellonów*, PIW, Warsaw.Jasienica, P 1983, *Rzeczpospolita Obojga Narodów*, vol. III, PIW, Warsaw.Paszkowski, L 1962, *Polacy w Australii i Oceanii* (1790–1940) B. Świdorski, London.Patronacka, R 1997–2002, *Wielka Ilustrowana Encyklopedia Powstania Warszawskiego*, vol. I–IX, ARS Warsaw.Pomian, G 1982, *Polska 'Solidarności'*, Instytut Literacki, Paris.**FILMS/TELEVISION***Epilog Norymberski* (1971)*Krzyżacy* (1960)*Zamach Stanu* (1980)*Potop* (1974)*Ogniem i Mieczem* (1999)*Ostatni Etap* (Aushwitz) (1948)*Śmierć jak Kromka Chleba* (1994)*Straszny Sen Dzidziusia Górkiewicza* (1993)*Akcja Pod Arsenalem* (1978)

'Kolumbowie' (TV series) (1970)

'Polskie Drogi' (TV series) (1971)

*Zezowate Szczęście* (1960)*Eroika* (1958)*Zamach* (1959)*Katastrofa W Giblartarze* (1984)*Polonia Restituta* (1981)*Westerplatte* (1967)*Kanał* (1957)*Popiół i Diament* (1958)*Popioły* (1965)*Człowiek z Marmuru* (1977)*Człowiek z Żelaza* (1981)*Sekret Enigmy* (1978)*Wigilia '81* (1988)*Skarga* (1991)*Matka Królów 1933–1956* (1987)

'Panny i Wdowy' 1863–1990 (TV series) (1991)

**JOURNALS AND PERIODICALS***Zeszyty Historyczne*, Instytut Literacki, Paris*Kultura*, Instytut Literacki, Paris*Nowy Dziennik*, New York, USA*Polityka*, Warsaw, Poland*Wspólnota Polska*, Warsaw, Poland

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- Słownik Geograficzny – Krajoznawczy Polski*, PWN, 1983.
- Atlas of the World*, Readers Digest, 1999.
- Poland – Informator dla Turysty Zagranicznego*, TourPress, Warsaw, 1998.
- Przewodnik Turystyczny*, InterPress, Warsaw 1996.
- Videos on natural features and historical places in Poland, PolMel TV, Channel 31, Melbourne.

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