2023 VCE Polish oral external assessment report

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

Section 1: Conversation

What students did well

In 2023, students:

* engaged in a general conversation about their personal world, for example, school and home life, family and friends, interests and aspirations. Students were able to convey and defend their opinions and ideas about their future plans and what they needed to do to achieve them. They discussed the subjects they studied at school and what they plan to study in the future to achieve their aspirations. Students who scored highly provided ample and wide-ranging information about themselves around the general topics of family, school, leisure and future plans, as well as their connection to Poland and how they engage with the Polish world
* provided a range of relevant information, ideas and opinions with an appropriate depth. Students demonstrated an excellent level of understanding. They were well prepared and had researched their subtopics thoroughly. For example, students who scored highly elaborated by offering depth and opinions and offered a segue into further topics, especially those relating to Polish culture
* responded confidently and were able to advance the conversation and use appropriate repair strategies. When needed, most students utilised good repair strategies and were quick to accurately correct any word endings or errors in the conjugation of verbs or declension of nouns. This allowed the conversation to continue naturally
* used appropriate expression, including pronunciation, intonation, stress and tempo. Students spoke clearly and at a good pace, ensuring that speech flowed naturally.

Areas for improvement

In preparing for this exam, students could:

* practice answering a range of questions to be able to advance the conversation. It is wise for students to be aware that they may be asked to elaborate on information they have provided, so they should avoid introducing facts that they are unable to discuss further
* practise using more complex sentence structures and syntax. Poorly prepared students tend to use incorrect Polish syntax by converting sentences from English to Polish. Students should take care with sentence structures and syntax to allow conversation to flow naturally
* revise grammar. Grammatical errors were frequent. Utmost attention should be paid to possessive articles and their endings, the declension of nouns and syntax. This will allow avoiding errors such as ‘od Polsce’ instead of ‘z Polski’ (from Poland), ‘studia trwają pięć lata’ instead of ‘studia trwają pięć lat’ (studies last five years), ‘dwie miesiący’ instead of ‘dwa miesiące’ (two months) or ‘czekałem/am w lotnisku’ instead of ‘czekałem/am na lotnisku’ (I waited at the airport). Students should also ensure agreement between the gender of nouns and adjectives. For example, ‘dobra pogoda’ (good weather) instead of ‘dobry pogoda’
* build vocabulary specific to the student’s personal world and their interactions with the language and culture as learners. For example, instead of saying ‘Poszłem/am do Polski’ (I walked to Poland), saying ‘Poleciałem/am’ or odwiedziłam/em Polskę’ (I visited Poland); instead of ‘Grałem/am sport’, saying ‘Uprawiam sporty’ (I play sports), or instead of ‘mam dużo medalów’, saying ‘Zdobyłem/am wiele medali’.

Section 2: Discussion

What students did well

In 2023, students:

* clearly introduced the focus of their subtopic, alerting assessors to any objects brought to support the discussion of the subtopic. Students are encouraged to explore a subtopic, inviting questions and discussion, rather than simply presenting a collection of facts. Students who carried the conversation forward had a genuine interest in the assigned topics ‘Cities in Poland’ and ‘Youth Issues’. They chose subtopics such as ‘Kraków’, ‘mental health issues’ and ‘climate change’ that had sufficient scope for discussion and were neither too specific nor too general
* demonstrated in-depth knowledge of their subtopic. Students who scored highly provided an excellent range and depth of information, ideas and opinions with an original perspective on the subtopic. Students displayed a genuine interest in their chosen subtopic and explored the relevance of the topic on Polish culture and life. Responses were engaging with interesting information, ideas and opinions, which carried the conversation forward in a natural manner
* used the image to support the discussion on the subtopic. Images provided were relevant and supported ideas raised to allow more in-depth discussion and steer the conversation to areas students wanted to discuss.
* used appropriate vocabulary. Students who scored highly used a wide range of authentic vocabulary as used by native Poles rather than translated from English speech. Examples of sophisticated and appropriate vocabulary used was ‘lukratywny’ (lucrative), ‘branża’ (industry), ‘drastycznie’ (drastic), ‘duch Polskości’ (spirit of Poland) and ‘bliskie mojemu sercu’ (close to my heart).

Areas for improvement

In preparing for this exam, students could:

* avoid listing facts without expressing a point of view, or presenting general knowledge as research.
Some students were not able to support or further elaborate on statistics, graphs and facts they presented. Students should take care to be prepared to discuss further any facts they present.
* use the image to support the discussion on the subtopic. Some students were only able to describe the image, rather than use the image to support the discussion on the subtopic. Students are reminded that the image is meant to support the discussion, rather than be the main area of focus.
* revise grammar. Some students needed to take more care with grammatical errors such as ‘jest różne parki’ instead of ‘są różne parki’ (there are a range of parks), ‘parę kamienice’ instead of ‘pare kamienic’ (a few tenement houses), ‘ten smok’ instead of ‘tego smoka’, ‘W tym zdjęciu’ instead of ‘na tym zdjęciu’ (in this photo).
* build vocabulary specific to the subtopic selected for the detailed study. Lower-scoring responses included simple vocabulary such as using ‘Byłemam, widziałem/am’ instead of ‘Zwiedzałem’ (I visited).
* avoid using informal language when addressing assessors, by, for example, saying the more formal ‘Czy panie wiedzą’ (do you know) rather than ‘Ty wiesz’ (you know).