Polish 2019 v1.0

General Senior External Examination Syllabus

This syllabus is for implementation in 2019.

Queensland Government | Queensland Curriculum & Assessment Authority

For all Queensland schools

181173

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1 Course overview

1.1 Introduction

1.1.1 The language

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

1.1.2 Rationale

Polish is a major Slavic language and the official language of Poland. It is one of the most widely spoken languages in Eastern Europe and is spoken by approximately 55 million people worldwide. As a result of migration there are Polish-speaking people living in Europe, the United Kingdom, Canada, North and South America, South Africa, Australia and New Zealand.

Polish is a language of economic importance to Australia and the world, and is one of the official languages of the EU. Poland is currently the largest market in Central Europe and is one of the largest markets for the European Union's (EU) export. Poland is one of Australia's trading partners and many Australian companies conduct business in Polish-speaking countries. As a full member of the NATO Alliance, Poland plays an active part in the process of European integration.

Knowledge of Polish gives access to a rich heritage that has contributed to many fields of endeavour. Polish movements have influenced areas that include science and technology, music, the visual arts, theatre and film, architecture, social sciences, exploration, politics. The pioneering work done in these fields has been felt worldwide.

Polish has a long tradition as a literary language, dating from the 10th century. Its importance in the 20th century was recognised when Poles were awarded four Nobel Prizes for Literature. Names like Nicolaus Copernicus, Marie Sklodowska-Curie (the only woman to win the Nobel Prize twice), Frédéric Chopin, Krzysztof Penderecki, Ignacy Paderewski, Joseph Conrad-Korzeniowski, Henryk Sienkiewicz (*Quo Vadis*), Andrzej Wajda, Tadeusz Kościuszko, Sir Paul E Strzelecki, Lech Walesa and Karol Józef Wojtyla (Pope John Paul II) are among the most important in world history.

Australia has a long and continuing tradition of Polish immigration and the Polish community is one of Australia's largest community groups. The first person of Polish descent who came to Australia was the botanist Johann Forster. Forster accompanied James Cook on his second Pacific voyage (1772–75) as official naturalist. His son, George, was illustrator on the expedition. During the 19th century, the Polish established a settlement in Brisbane's valleys and constituted a non-British minority group in Queensland. Now there are large numbers of Polish-speaking people living in Queensland, chiefly around Brisbane, Townsville, the Sunshine Coast and the Gold Coast.

Study of Polish gives candidates access to the language and culture of Polish-speaking countries and communities. It contributes to their overall education, particularly in the areas of communication, intercultural understanding, literacy, and general knowledge. It also enriches the sense of cultural identity of candidates from a Polish-speaking background.

Assumed knowledge, prior learning or experience

This syllabus is designed for candidates who wish to study Polish as an additional language and who have studied Polish prior to the commencement of this course. Other candidates with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.

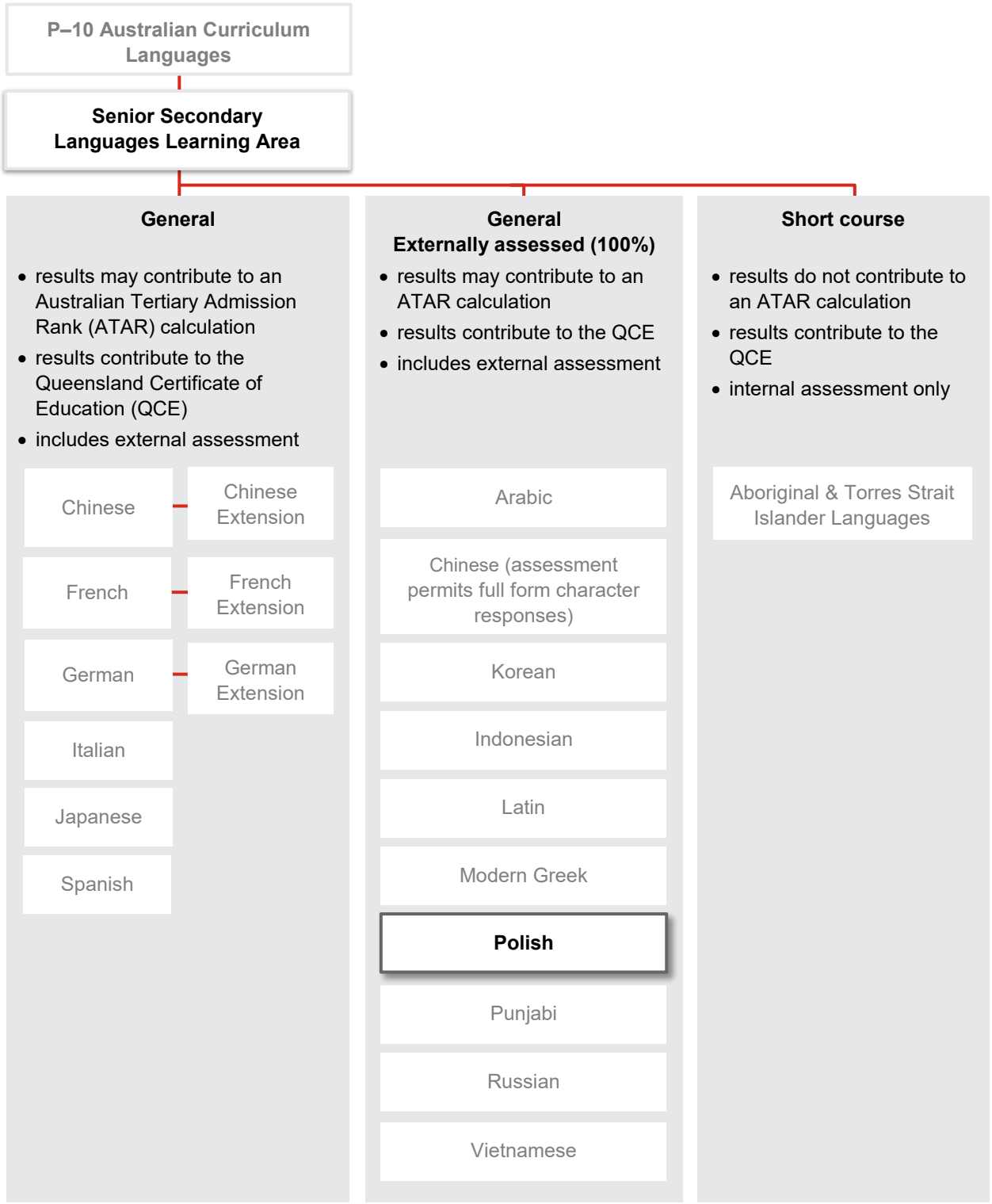
Pathways

Polish is a General externally assessed subject suited to candidates who are interested in pathways that lead to tertiary studies, vocational education or work.

A broad range of social, economic and vocational opportunities results from study in a second language. In conjunction with other skills, the ability to communicate in Polish provides candidates with enhanced vocational opportunities in a variety of endeavours including opportunities for employment in the fields of translation, interpreting, banking and social services, tourism and hospitality, diplomacy and international relations, law, medicine, the arts and education.

1.1.3 Learning area structure

Figure 1: Learning area structure



1.1.4 Course structure

Polish is a course of study consisting of four units. Subject matter, learning experiences and assessment should increase in complexity from Units 1 and 2 to Units 3 and 4. Each unit deals with language and specific content contained in the areas of study and is designed to enable candidates to achieve a set of objectives for that unit. Each objective is described in terms of the key knowledge and skills candidates are required to demonstrate.

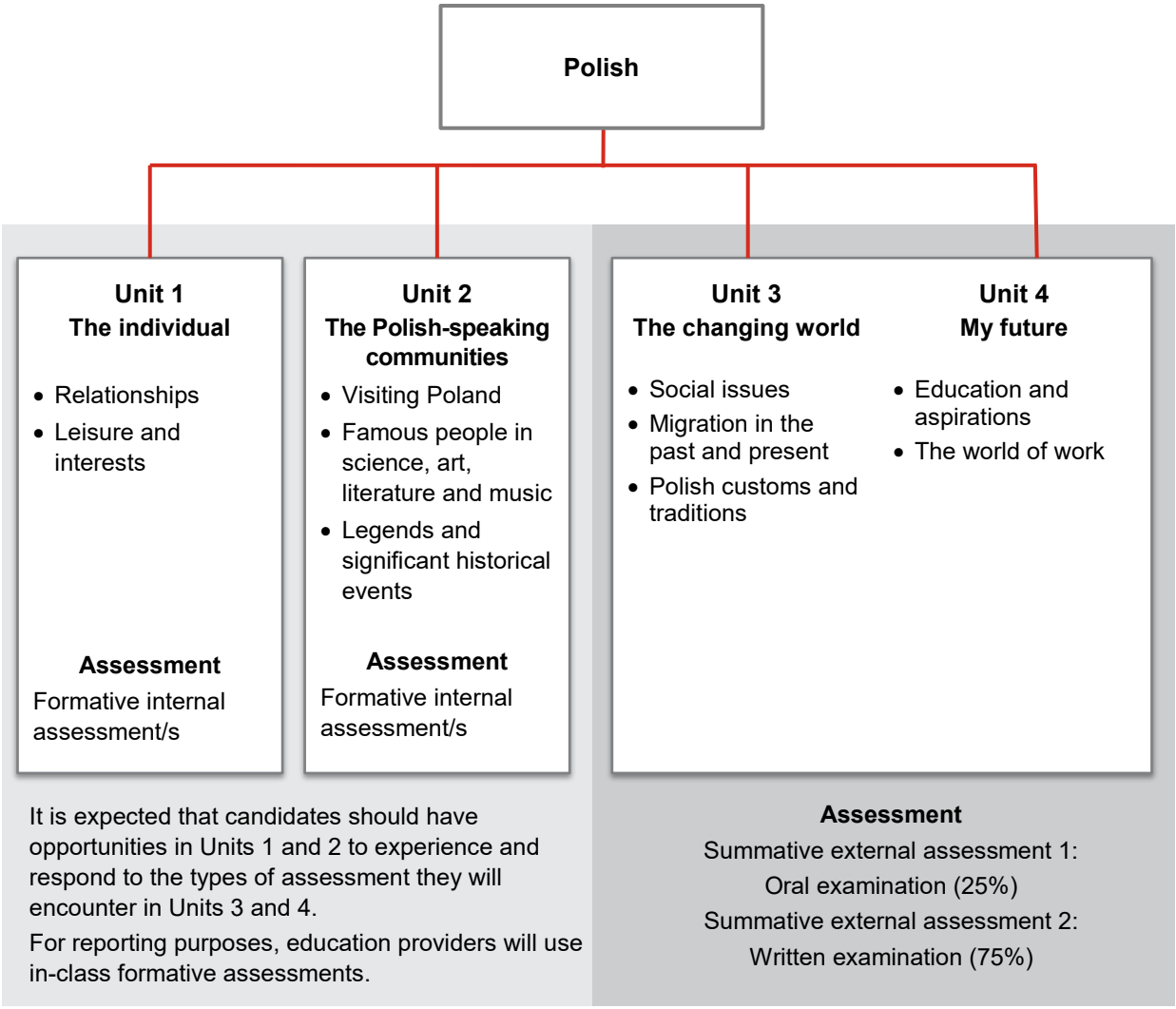
Units 1 and 2 provide foundational learning, which allows candidates to experience the syllabus objectives and begin engaging with the course subject matter. It is expected that candidates should complete Units 1 and 2 before beginning Unit 3. Units 3 and 4 consolidate candidate learning. Candidates should undertake Unit 3 prior to undertaking Unit 4.

Only the results from the oral and written external assessments conducted at the completion of Unit 4 will contribute to ATAR calculations.

Figure 2 outlines the structure of this course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning. Time allocation depends on the method of study. Candidates who elect to study without systematic tuition must organise their time according to syllabus requirements and individual circumstances.

Figure 2: Course structure



1.2 Teaching and learning

1.2.1 Syllabus objectives

The syllabus objectives outline what candidates have the opportunity to learn. Assessment provides evidence of how well candidates have achieved the objectives.

Syllabus objectives inform unit objectives, which are contextualised for the subject matter and requirements of the unit. The number of each objective remains constant at all levels, i.e. Syllabus objective 1 relates to Unit objective 1.

Syllabus objectives are described in terms of actions that operate on the subject matter. Candidates are required to use a range of cognitive processes in order to demonstrate and meet the syllabus objectives. These cognitive processes are described in terms of four levels: retrieval, comprehension, analytical processes (analysis), and knowledge utilisation, with each process building on the previous processes (see Marzano & Kendall 2007, 2008). That is, comprehension requires retrieval, and knowledge utilisation requires retrieval, comprehension and analytical processes (analysis).

By the conclusion of the course of study, candidates will:

Syllabus objective	Unit 1	Unit 2	Unit 3	Unit 4
1. interact with others to exchange information, ideas, opinions and experiences in Polish	•	•	•	•
2. create texts in Polish to express information, feelings, ideas and opinions	•	•	•	•
3. analyse texts that are in Polish to interpret meaning	•	•	•	•
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.	•	•	•	•

1. interact with others to exchange information, ideas, opinions and experiences in Polish

When candidates interact with others to exchange information, ideas, opinions and experiences in Polish, they use a range of strategies to maintain communication; convey information appropriate to context, purpose and audience; exchange and justify opinions and ideas on known topics; and reflect on aspects of past, present and future experience.

2. create texts in Polish to express information, feelings, ideas and opinions

When candidates create texts in Polish to express information, feelings, ideas and opinions, they apply knowledge of language structures to create original text; describe, narrate and reflect on real or imaginary experiences in the past, present or future; and organise and sequence ideas and information.

3. analyse texts that are in Polish to interpret meaning

When candidates analyse texts that are in Polish to interpret meaning, they identify and convey the gist, main points, supporting points and detailed items of specific information; infer point of view, attitudes or emotions from language and context; summarise, interpret and evaluate information; and compare and contrast aspects of texts.

4. **examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication**

   When candidates examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication, they recognise and use language appropriate to different social contexts; identify values, attitudes and beliefs of cultural significance; and reflect upon significant aspects of language and culture.

1.2.2 Underpinning factors

There are three skill sets that underpin senior syllabuses and are essential for defining the distinctive nature of subjects:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying Polish content
- numeracy — the knowledge, skills, behaviours and dispositions that candidates need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills candidates need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

These skill sets, which overlap and interact, are derived from current education, industry and community expectations. They encompass the knowledge, skills, capabilities, behaviours and dispositions that will help candidates live and work successfully in the 21st century.

Together these three skill sets shape the development of senior subject syllabuses. Although coverage of each skill set may vary from syllabus to syllabus, candidates should be provided with opportunities to learn through and about these skills over the course of study. Each skill set contains identifiable knowledge and skills that can be directly assessed.

Literacy in Polish

Literacy is the set of knowledge and skills about language and texts that is essential for understanding and conveying information in Polish. Ongoing systematic teaching and learning focused on the literacy knowledge and skills specific to Polish is essential for candidate achievement. This includes knowledge of the nature and structure of characters, with reasonable form, shape and proportion. Effective communication also requires knowledge of accurate spacing, punctuation, spelling conventions and written conventions.

Candidates need to learn and use the knowledge and skills of reading, viewing and listening to understand and acquire the Polish language. Candidates need to learn and use the knowledge and skills of writing, composing and speaking to convey information in Polish.

To understand and use literacy skills in Polish, teaching and learning strategies include:

- comprehending language and texts to make literal and inferred meanings from Polish texts
- using Polish in educational settings, real-world and/or lifelike contexts to progress their own learning.

To analyse and evaluate Polish texts, teaching and learning strategies include:

- using Polish to convey ideas and information in particular ways to suit audience and purpose
- analysing the ways language is used to convey ideas and information in Polish texts
- drawing conclusions about the purpose and audience of Polish texts.

These aspects of literacy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter for Polish.

Numeracy in Polish

Numeracy is about using mathematics to make sense of the world and applying mathematics in a context for a social purpose.

Numeracy encompasses the knowledge, skills, behaviours and dispositions that candidates need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.

Although much of the explicit teaching of numeracy skills occurs in mathematics, being numerate involves using mathematical skills across the curriculum. Therefore, numeracy development is an essential component of teaching and learning across the curriculum.

To understand and use numeracy skills in Polish, teaching and learning strategies include:

- identifying specific mathematical information in Polish texts
- providing learning experiences and opportunities that support the application of candidates' general mathematical knowledge and problem-solving processes
- communicating and representing the language of numeracy in teaching, as appropriate.

These aspects of numeracy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter.

21st century skills

The 21st century skills identified in the following table reflect a common agreement, both in Australia and internationally, on the skills and attributes candidates need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

21st century skills	Associated skills	21st century skills	Associated skills
critical thinking	• analytical thinking • problem-solving • decision-making • reasoning • reflecting and evaluating • intellectual flexibility	creative thinking	• innovation • initiative and enterprise • curiosity and imagination • creativity • generating and applying new ideas • identifying alternatives • seeing or making new links
communication	• effective oral and written communication • using language, symbols and texts • communicating ideas effectively with diverse audiences	collaboration and teamwork	• relating to others (interacting with others) • recognising and using diverse perspectives • participating and contributing • community connections

21st century skills	Associated skills	21st century skills	Associated skills
personal and social skills	• adaptability/flexibility • management (self, career, time, planning and organising) • character (resilience, mindfulness, open- and fair-mindedness, self-awareness) • leadership • citizenship • cultural awareness • ethical (and moral) understanding	information & communication technologies (ICT) skills	• operations and concepts • accessing and analysing information • being productive users of technology • digital citizenship (being safe, positive and responsible online)

Polish helps develop the following 21st century skills:

- critical thinking
- communication
- personal and social skills
- creative thinking
- collaboration and teamwork
- information & communication technologies (ICT) skills.

These elements of 21st century skills are embedded in the syllabus objectives, unit objectives and subject matter for Polish.

1.2.3 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation in Australia. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects other than Standard Australian English
- teaching and learning in Queensland educational settings should provide opportunities for candidates to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal candidates and Torres Strait Islander candidates are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing candidate achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Languages foster and sustain cultures, identities and communities. Through the study and acquisition of an additional language, candidates learn to value other identities and cultures as well as their own.

As the custodians of Australia's first languages, Australian Aboriginal peoples and Torres Strait Islander peoples are important members of the Australian community, whose cultures and perspectives have been sustained for over 50 000 years. For students of Polish, study that recognises the diversity and specificity of Aboriginal identities and Torres Strait Islander identities — through histories, traditional and contemporary cultures, lifestyles and values — provides further insight into the complexity and uniqueness of Australian identity in the present day.

When learning Polish, the context of the local area and community must be considered. The place of Aboriginal cultures and languages and Torres Strait Islander cultures and languages should be acknowledged, and authentic connections to Aboriginal communities and Torres Strait Islander communities made. Candidates can explore Aboriginal perspectives and Torres Strait Islander perspectives in a number of contexts, such as lifestyle, leisure, travel, roles and relationships, and groups in society.

1.2.4 Pedagogical and conceptual frameworks

Language acquisition occurs in communicative contexts: communication encompasses the exchange and negotiation of meaning, drawing on awareness of intercultural understanding and cultural conventions.

Candidates acquire language through the purposeful and meaningful use of that language. Exchanges of information and ideas are authentic and relevant; candidates practise receptive, interactive and productive exchanges of information in communicative and age-appropriate contexts. Through engagement with a range of Polish texts, candidates demonstrate communicative and cognitive facility and a capacity to create and comprehend texts in Polish.

The syllabus objectives for Polish are interrelated and interdependent. They reflect the nature of Polish language acquisition in a communicative and cultural context. To effectively engage candidates in exchanging ideas, information and opinions, the teaching and learning experiences for Polish need to encompass a variety and range of modes, media and formats. Candidates are encouraged to interact in Polish as the language of the educational setting. Active language use, in a variety of meaningful everyday situations and contexts, fosters an understanding and appreciation of Polish language and culture, and their interrelationships.

Teaching and learning experiences should support candidate engagement. Exchanges in and engagement with Polish are meaningful when teaching and learning experiences allow for:

- retrieval of knowledge of language elements, grammatical items and textual conventions to understand and create texts
- consideration of context and cultural conventions to construct and engage with a range of written, spoken and visual text types
- development and organisation of information in a cohesive manner to communicate, explain and transmit ideas and demonstrate intercultural understanding
- synthesis of knowledge and skills to generate and sustain the exchange of meaning
- use of linguistic, textual and cultural knowledge for the analysis and creation of texts
- interpretation, analysis, comparison and evaluation of information and ideas to draw conclusions and justify opinions in responding to texts
- identification of information, ideas and textual elements to develop points of view
- recognition and appreciation of variations within languages that reflect cultural and community diversity.

Education providers and candidates should develop learning experiences that allow candidates the opportunity to:

- analyse texts
- create texts
- exchange information and ideas.

These opportunities should cover unit objectives contextualised to the subject matter and requirements of each unit.

Education providers and candidates should ensure that there is a balance of:

- modes
- subject matter
- objectives.

Candidates should engage with:

- listening, reading and viewing, with responses to
  - short items in English and Polish
  - extended responses, paragraphs and/or short sentences in English and/or Polish
- speaking and writing, with responses
  - in a wide variety of text types for each mode
  - across the different media or forms of technology, where possible
  - in Polish to Polish stimulus texts
- exchanges of information in Polish.

In this way, each candidate develops their capacity to listen, read, speak, view and write in Polish. Because candidates develop the capacity to listen, read, speak, view and write in Polish unevenly, it is important that opportunities to demonstrate analysis, evaluation, drawing conclusions and justifying opinions, ideas and perspectives be provided through responses in both English and Polish.

Education providers or candidates develop a course of study that balances learning and assessment so that candidates can easily move between the experiences in an educational setting and assessment of those experiences. This allows education providers or candidates to identify the most appropriate ways to improve language acquisition and monitor individual performance in relation to the syllabus objectives.

Use of dictionaries

Dictionaries are an important tool in the acquisition of a language. Knowing how to use a dictionary is a necessary skill for learners of a language. The use of a dictionary is one of the problem-solving strategies employed by language learners and is useful for mediating conceptual meaning. Dictionaries may also be used for confirming literal meaning where a word or phrase is not known by a candidate. Dictionaries are important for maintaining communication in exchanges of information but their use should not hinder or impede the immediacy and spontaneity of an exchange.

Vocabulary

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

Information on the use of dictionaries in the end-of-year examinations is provided in Sections 5.5.1 and 5.5.2.

Education providers or candidates can determine the dictionary to be used for formative assessments.

1.3 Subject matter

Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for candidates' learning and engagement with Polish. It is particular to each unit in the course of study and provides the basis for candidate learning experiences. Subject matter has a direct relationship to the unit objectives, but is more specific.

Candidates acquire Polish through engagement with the subject matter — expressed as key knowledge and skills — using the mandatory grammatical items to respond to and create texts in relation to the unit themes and topics.

The subject matter and assessment in this syllabus require candidates to use Polish. This is an iterative process. Across the four units, candidates should be given the opportunity to understand and create a wide range of text types.

Resources related to subject matter should support a candidate's acquisition of Polish and understanding of the culture of Polish people and Polish-speaking communities. Therefore, resources and stimulus texts should be authentic; however, texts may be adapted for use in the educational setting to allow candidate access to ideas and information where expressions are beyond the language acquisition level of a cohort.

An integrated approach to teaching subject matter should be incorporated into the analysis and creation of texts in Polish. In a communicative language acquisition course, language elements and grammatical items should not be taught discretely, but should be integrated into the creation and analysis of Polish texts.

A candidate's acquisition of communicative Polish will allow the cumulative engagement with subject matter to be demonstrated through analysis and evaluation of ideas and information in texts and through the creation of texts that convey and exchange meaning.

Unit duration is provided as advice for educational settings or candidates to inform the depth and balance of coverage of each topic covered. Examples are provided as guidance for resource selection and are not exhaustive.

While education providers may use in-class formative assessment addressing specific topics, it is expected that candidates will demonstrate their knowledge and skills in the external assessments.

1.3.1 Organisation of subject matter

There are three prescribed themes that must be covered over the course of study:

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

Each of these themes has a number of prescribed topics, with some suggested sub-topics. All the themes and topics are to be studied over the course of Units 1–4.

The themes have been selected to promote meaningful communication and enable candidates to extend their understanding of the interdependence of language, culture, and identity.

The theme ‘The individual’ enables candidates to explore aspects of their personal world, such as sense of self, aspirations, personal values, opinions, ideas and relationships with others. This theme also enables candidates to study topics from the perspectives of other people.

The theme ‘The Polish-speaking communities’ explores topics from the perspectives of diverse individuals and groups within those communities, or the communities as a whole, and encourages candidates to reflect on their own attitudes, beliefs and values, and develop an understanding of how culture and identity are expressed through language.

The theme ‘The changing world’ enables candidates to explore change as it affects the world of work, migration and other social issues.

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 candidate and teacher as to how topics may be treated.

The individual	The Polish-speaking communities	The changing world
Topic: Relationships Suggested sub-topics: • family • friendship • changing relationships between generations • good manners.	**Topic: Visiting Poland** Suggested sub-topics: • natural features and historical places • the environment.	**Topic: Migration in the past and present** Suggested sub-topics: • reasons, difficulties and adaptation • new life and opportunities.
Topic: Education and aspirations Suggested sub-topics: • school life and experiences • future expectations • the school community.	**Topic: Polish customs and traditions** Suggested sub-topics: • festivals and celebrations • Christmas and Easter • name-days.	**Topic: World of work** Suggested sub-topics: • careers and occupations • employment and unemployment • impact of work on family life • technological change.
Topic: Leisure and interests Suggested sub-topics: • hobbies • sport • cultural activities • keeping fit and healthy.	**Topic: Legends and significant historical events** Suggested sub-topics: • *Lech, Czech i Rus* (founding myth of three Slavic peoples) • *Legenda o smoku wawelskim* (Wawel Dragon) • *Syrenka Warszawska* (Mermaid of Warsaw) • the formation of the Solidarity movement with Lech Wałęsa as leader • the legacy of Karol Józef Wojtyła (Pope John Paul II).	**Topic: Social issues** Suggested sub-topics: • youth issues • disabled people's issues • environmental issues.
	Topic: Famous people in science, art, literature and music Suggested sub-topics: • Nobel Prize winners • 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.	

The four units in this course of study have been designed to encompass these prescribed themes and topics.

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 objectives being addressed, as well as the linguistic needs and interests of the candidate.

1.3.2 Common areas of study (Units 1–4)

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

The themes and topics within each unit are the vehicles through which the candidate will demonstrate achievement of the objectives, in the sense that they form the basis of the activities and tasks the candidate undertakes.

The mandatory grammatical items, text types and kinds of writing are linked, both to each other and to the themes, topics and sub-topics, and are common to all four units of the study. They are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the candidate, and the objectives for the unit.

1.3.3 In-depth study

Candidates are required to undertake an in-depth study during Units 3 and 4.

Candidates will be expected to discuss their in-depth study in Section 2: Discussion, of the oral examination.

Candidates undertake an in-depth study demonstrating research and personal reflection on an aspect or aspects of a topic associated with ‘The Polish-speaking communities’ or ‘The changing world’ themes. The in-depth study is intended to be more than learning a body of facts and reporting on them. It requires analysis and reflection.

The subject of the in-depth study will be the focus of the discussion section of the external oral examination (see Section 5.5.1).

Teachers may *either* choose the topic of the in-depth study and the associated texts or support materials that the class will study, *or* allow each candidate to choose his or her own topic, and provide advice and assistance in selecting and analysing appropriate texts. If the teacher chooses the topic of the in-depth study, then each candidate should research a different aspect of this topic.

It is important that there is some individuality in the research focus so that candidates bring their own knowledge, insights, and opinions to their study. Candidates should participate as much as possible in selecting their own topic, so that they take ownership and view the study as a personal investigation of relevance and meaning to them. Some topics may allow candidates to make comparisons between their learning and their personal experience.

The texts that form the basis of the in-depth study will depend upon the availability of appropriate resources. These could include guest speakers, newspaper articles, websites, documentaries, films, short stories, songs, interviews or oral histories, either in their original form or adapted for language learning. Texts used may also be subtitled, or produced in English, if appropriate.

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

A range of different texts relating to the topic of the in-depth study should be selected for analysis and interpretation, so that candidates are able to explore their topic in sufficient depth. At least three of the texts should be in Polish.

The in-depth study allows candidates to demonstrate what they have learnt about the topic and to share findings, information, opinions and interpretations.

Suggested sub-topics for the in-depth study

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of an in-depth 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

Suggested sub-topics for in-depth 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

Suggested sub-topics for in-depth 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.

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

Suggested sub-topics for in-depth study:

- Polish Nobel Prize winners before 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 Polish scientists, e.g. Nicolaus Copernicus, Marie Sklodowska-Curie
- life, times and work of significant figures in the artistic heritage of Poland
  - artists, e.g. Tamara de Lempicka, Magdalena Abakanowicz, Miroslaw Balka, Pawel Althamer
  - writers, e.g. Joseph Conrad-Korzeniowski, Henryk Sienkiewicz
  - musicians, e.g. Frédéric Chopin, Krzysztof Penderecki, Ignacy Paderewski, Henryk Górecki.

Theme: The changing world

Topic: Migration in the past and present

Suggested sub-topics for in-depth study:

- the role and achievements of Polish post-war migrants in Australia
- aspirations and perspectives of the new Polish generation in Australia
- the challenge of migration.

Topic: Social issues

Suggested sub-topics for in-depth study:

- social effect of technological innovation
- the results and importance of the environmental ‘Clean up’ campaign in Australia and Poland
- disability — the challenge in Poland.

Language and culture through texts

The in-depth study should enable the candidate 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 candidate to develop knowledge and understanding of 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 or 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 candidate to be able to explore their sub-topic in sufficient depth to meet the relevant objectives, 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.

1.3.4 Text types

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

In the external examination, candidates will be expected to be able to produce the following text types:

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

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
advertisement	topic/product name; content (factual and persuasive information); register; style; layout
article (magazine)	title; content; author (fictional name); register; style; layout
article (newspaper)	title; date; place; content; author (fictional name); register; style; layout
brochure/leaflet	topic; content (factual and persuasive information); heading/sub-headings; register; style; layout
guide (tourist)	topic; content (factual and persuasive information); heading/sub-headings; register; style; layout
instruction/recipe	title/topic; structure; content (equipment, method); register; style; layout
invitation	statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout
journal entry	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
letter (business)	address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout
letter/postcard (social): family, friend, acquaintance	address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout
letter (to the editor)	salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address), register; style; layout
message/email	date; salutation; body (content); farewell; signing off; (fictional name); register; style; layout
profile	title/heading; content (factual information); headings/sub-headings; register; style; layout
report (factual)	topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout
report (newspaper)	title; date; place; content; by-line (fictional name); register; style; layout
report (supporting recommendations)	topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout
résumé	title; content (factual information); register; style; layout
review/critique	topic; structure; content; author (fictional name); register; style; layout
script (speech, report, sketch)	title/topic; structure; content; register; style; layout
story, short story	title/topic; structure; content; author (fictional name); register; style; layout

1.3.5 Kinds of writing

Candidates are expected to be familiar with, and be able to produce, the following kinds of writing: personal, informative, imaginative, evaluative, reflective, narrative, persuasive, descriptive.

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; candidates 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.

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.

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.

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.

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 (e.g. 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.

1.3.6 Mandatory grammatical items

The syllabus provides the mandatory grammatical items for Polish. A working knowledge of these items supports candidates in their development of learning the subject matter.

Candidates will be exposed to the mandatory grammatical items across Units 1 and 2 of the course of study. Learning experiences across the four units will provide the opportunity for candidates to acquire communicative language capacity using these grammatical items. Candidates will then be required to demonstrate their capacity to use these grammatical items.

In the mandatory grammatical items following, examples of sentences or phrases are given to highlight grammatical usage, rather than to indicate particular vocabulary. Other grammatical items may be added.

The candidate is expected to recognise and use the following grammatical items.

Grammatical items	Examples in Polish
Nouns	
• gender:	
– masculine	*pies*, *dom*
– irregularities	*kolega*, *poeta*
– feminine	*matka*, *lampa*
– irregularities	*pani*, *podróż*
– neutral	*oko*, *morze*, *muzeum*
• number:	
– singular, plural	*student*, *studenci* *pan*, *panowie* *kobieta*, *kobiety* *książka*, *książki* *lustro*, *lustra* *imię*, *imiona*
• declension:	
– seven cases – three genders – singular and plural	—
Verbs	
• infinitives	*cyztać*, *biec*
• aspects:	
– perfective, imperfective	*czytać- przeczytać*, *biec-dobiec*
• persons	*ja mam*, *ty masz …*
• numbers	*mam*, *mamy*, *masz*, *macie …*
• tenses:	

Grammatical items	Examples in Polish
– present	*robię*, *robimy*
– past	*robiłem/robiłam*, *robiliśmy/robiłyśmy*
– future	—
▪ simple	*zrobię*
▪ compound	*będzie robić*, *będzie robiła*, *będzie robiło*
• mood:	
– indicative	*czytasz*
– conditional	*czytałbyś/czytałabyś*
– imperative	*czytaj*
• voice:	
– active	*Matka myje dziecko.*
– passive†	*Dziecko jest myte.*
– reflexive	*Dziecko myje się.*
Participles†	
• adjectival:	
– active†	*czytające*
– passive†	*czytane*
• adverbial:	
– contemporaneous†	*pisząc*
– anterior	*przyszedłszy*, *napisawszy*
Adjectives	
• gender	*dobry*, *dobra*, *dobre*
• number	*dobrzy*, *dobre*
• case	*dobry*, *dobrego*, *dobremu* …
• agreement with noun in:	
– gender	*duży dom*, *duża szkoła*, *duże drzewo* *duże domy*
– number	*dużego domu*
– case	*mały*, *mniejszy*, *najmniejszy*

Grammatical items	Examples in Polish
Adverbs	
• time	*wczoraj*, *późno*
• place	*daleko*, *na prawo*
• manner	*dobrze*, *po polsku*
• comparison	*późno*, *później*, *najpóźniej*
Numerals	
• cardinal	*jeden*, *dwa*
• ordinal	*pierwszy*, *drugi*
• collective†	*czworo*, *pięcioro*
• declension†	*pierwszy*, *pierwszego*, *pierwszemu*
• dates and times	*piątego maja dwa tysiące drugiego roku* *ósma piętnaście*, *piętnaście po ósmej*
Prepositions	
• prepositions governing the particular cases:	
– genitive	*do*, *od*, *u*, *z/ze*, *bez*, *dla*, *obok/koło*, *wśród*, *oprócz*, *według*
– dative	*ku*, *dzięki*
– accusative	*na*, *o*, *po*, *za*, *w/we*, *pod*, *przez*, *przed*, *nad*, *między*
– instrumental	*z/ze*, *za*, *pod*, *przed*, *nad*, *między*
– locative	*na*, *o*, *po*, *w/we*, *przy*
Pronouns	
• personal	*ja*, *ty*
• demonstrative	*ten*, *tamten*
• interrogative	*kto*, *co*
• possessive	*moje*, *twoje*
• relative	*który*, *które*
• reflexive	*się*, *sobie*
• declension	*tz*, *ciebie*, *tobie*
• short and long forms	*mnie*, *mi*

Grammatical items	Examples in Polish
Introduction to word formation	
• diminutives†	*dom, domek, domeczek*
• augmentative†	*kot, kocisko*
Spelling	
• words with *ó/u, rz/ż, ch/h*	—
• main rules and exceptions	—
• soft consonants:	
– *si-ś*	*siać, śnieg*
– *ci-ć*	*cię, ćma*
– *zi-ź*	*ziemia, źrebak*
– *ni-ń*	*niania, słońce*
– *dzi-dź*	*dzień, dźwięk*
• function of the vowel '*i*'	—
• two consonants representing one sound:	
– *cz*	*człowiek*
– *sz*	*szukać*
– *dż*	*dżem*
– *dź*	*dźwig*
– *rz*	*rzeka*
– *ch*	*choinka*
• words with *–ą, -ę, om, em, on, en*	—
• negation '*nie*' with the basic categories::	
– noun	*nieszczęście*
– verb	*nie wiem*
– adjective	*niełady*
– adverb	*nieładnie*

Grammatical items	Examples in Polish
Sentences	
• types:	
– statement	*Mam 5 lat.*
– question	*Ile masz lat?*
– exclamation	*Wejdź proszę!*
• structure:	
– simple	*Napisałem zadanie.*
– compound sentences	*Napisałem szybkozadanie i spakowałem książki.*
– complex sentences	*Napisałem szybko zadanie, ponieważ chciałem zdążyć do kina.*
Conjunctions	
• coordinating	*i, a, ale, albo, ani*
• subordinating	*czy, że, żebz, jak, który, jaki, gdzie, kiedy, skąd dokąd, dlatego, bo, jeżeli*
Punctuation	
• capital letters, full stops, exclamation marks, question marks, colons, and basic rules of commas	—
Abbreviations	
• most common	*np., itd., itp*
• limited use	—

† receptive use

1.3.7 Text selection

Text selection is an education provider based decision and should reflect the interests and needs of candidates.

Throughout the course of study, candidates should be provided with opportunities to engage with a wide range of texts to encourage their development as language learners and users. Texts selected for the course of study may be analytical, descriptive, informative, narrative, persuasive, satirical and comedic or transactional texts.

There should be a range and balance in the texts that candidates read, listen to and view, which embody the intercultural nature of language. The course should include texts designed for different purposes and audiences, and delivered through different media.

1.4 Assessment — general information

Assessments are formative in Units 1, 2 and 3, and summative at the end of Unit 4.

Assessment	Unit 1	Unit 2	Unit 3	Unit 4
Formative assessments	•	•	•	
Summative external assessment 1 (Oral examination)				•
Summative external assessment 2 (Written examination)				•

1.4.1 Formative assessments

The sequencing, scope and scale of formative assessments are matters for each education provider or individual candidate to decide. If this syllabus is delivered in a school setting, teachers are encouraged to use the A–E descriptors in the reporting standards (Section 1.5) to provide formative feedback to candidates and to report on progress.

1.4.2 Summative assessment — Unit 4

Candidates will complete a total of **two** summative external examinations at the end of the year, after the completion of the course of study. Both examinations together will determine the candidate's result in this subject.

The summative external assessment provides the evidence of achievement for a candidate's profile.

- External assessment is common to all candidates and is administered under the same conditions at the same time and on the same day.
- The format for the external examinations is determined by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning and assessment of language subjects with small candidatures.
- The oral and written examinations will be set by a panel appointed by the South Australian Certificate of Education (SACE) Board of South Australia, and marked by assessors appointed by the SACE Board.
- The external assessment is held in either October or November of each year.
- The external assessment results will contribute 100% towards a candidate's result in Polish.

1.5 Reporting standards

Reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A–E). They reflect the cognitive taxonomy and objectives of the course of study.

The primary purpose of reporting standards is for twice-yearly reporting on candidate progress. These descriptors can also be used to provide formative feedback to candidates.

Reporting standards

A
The candidate, in responding to texts in a range of contexts, demonstrates thorough comprehension of information, ideas, opinions and experiences in Polish. Tone, purpose, context and audience are identified to infer valid and justifiable meaning, values and attitudes. Discerning analysis and evaluation of information and ideas are developed to draw valid conclusions with well-substantiated justification of opinions, ideas and perspectives. The candidate, in creating texts in a range of contexts, demonstrates a discerning application of knowledge of grammatical items, structures and textual conventions to create texts that convey meaning appropriate to context, purpose, audience and cultural conventions. Information and language elements are structured, sequenced and synthesised to convey well-justified opinions, perspectives and ideas in Polish. The candidate, in exchanging meaning, uses strategies to maintain communication, demonstrating effective and contextually appropriate Polish language.
B
The candidate, in responding to texts in a range of contexts, demonstrates an effective comprehension of information, ideas, opinions and experiences in Polish. Tone, purpose, context and audience are identified to infer meaning, values and attitudes. Appropriate analysis and evaluation of information and ideas are developed to draw conclusions with justification of opinions, ideas and perspectives. The candidate, in creating texts in a range of contexts, demonstrates an effective application of knowledge of language elements, structures and textual conventions to create texts that convey meaning appropriate to context, purpose and audience. Information and language elements are structured, sequenced and synthesised to convey opinions, perspectives and ideas in Polish. The candidate, in exchanging meaning, uses strategies to maintain communication, demonstrating contextually appropriate Polish language.
C
The candidate, in responding to texts in a range of contexts, demonstrates comprehension of information, ideas, opinions and experiences in Polish. Tone, purpose, context and audience are identified to infer some meaning, values and attitudes. Analysis and evaluation of relevant information and ideas are developed to draw conclusions with some justification of opinions, ideas and perspectives. The candidate, in creating texts in a range of contexts, demonstrates application of knowledge of language elements, structures and textual conventions to create texts that convey some meaning appropriate to context, purpose and audience. Information and language elements are structured, sequenced and synthesised to convey opinions, perspectives and ideas in Polish. The candidate, in exchanging meaning, uses some strategies to maintain communication, demonstrating contextually appropriate Polish language.
D
The candidate, in responding to and creating texts in a range of contexts, demonstrates partial comprehension of Polish to understand obvious information and ideas. Some context and audience are identified to draw conclusions. Knowledge of Polish language elements, structures and textual conventions is applied to create texts that convey fragmented meaning.
E
The candidate, in responding to and creating texts in a range of contexts, demonstrates fragmented understanding of information in Polish, and fragmented application of knowledge of Polish language elements, structures and textual conventions.

2 Unit 1: The individual

2.1 Unit description

In Unit 1, candidates consider and reflect on own and others' personal identities — their everyday life and their relationships with family and friends. They communicate their understanding and experiences of relationships through the use of information and ideas in texts and language, such as formal and informal spoken language, and develop a variety of strategies to maintain communication.

The unit provides candidates with opportunities to think about their interests and how they spend their leisure time, to explore options, and to compare and contrast lifestyles in Australian and Polish-speaking communities, and associated cultural values.

The subject matter engages candidates with aspects of language and textual conventions by requiring them to interact with others to exchange information, ideas, opinions and experiences in Polish; create texts in Polish to express information, feelings, ideas and opinions; analyse Polish texts to interpret meaning; and examine and reflect on relationships between language, culture and identity.

2.1.1 Unit requirements

In this unit, subject matter is organised into two prescribed topics that require a notional 55 hours of teaching, learning and assessment in total.

Unit 1 Topic 1: Relationships

Suggested sub-topics:

- family
- friendship
- changing relationships between generations
- good manners.

Unit 1 Topic 2: Leisure and interests

Suggested sub-topics:

- hobbies
- sport
- cultural activities
- keeping fit and healthy.

2.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

1. interact with others to exchange information, ideas, opinions and experiences in Polish about personal identity, everyday life, relationships and interests
2. create texts in Polish to express information, feelings, ideas and opinions about personal identity, everyday life, relationships and interests
3. analyse texts that are in Polish to interpret meaning about everyday life, relationships, leisure activities and interests
4. examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication about everyday life, relationships, leisure activities and interests.

2.3 Areas of study

The areas of study common to Units 1–4 are detailed in Section 1.3.2 of this syllabus.

2.4 Subject matter

The following subject matter underpins the two prescribed topics and suggested sub-topics.

Unit objective 1: interact with others to exchange information, ideas, opinions and experiences in Polish about personal identity, everyday life, relationships and interests

Key knowledge and skills
To achieve this objective, candidates should: • use a range of strategies to maintain communication • convey information appropriate to context, purpose and audience • exchange and justify opinions and ideas on known topics • reflect on aspects of past, present and future experience • use structures related to describing, explaining and commenting on past, present or future events or experiences • initiate, maintain and close an exchange • use a range of question and answer forms • link and sequence ideas and information • recognise and respond to cues for turn-taking • self-correct, rephrase or use fillers to maintain communication • communicate in a range of text types, e.g. letter, fax, email and telephone, as well as face-to-face • use appropriate intonation, stress, pitch, spelling and punctuation • use appropriate nonverbal forms of communication, such as eye contact and handshake.

Unit objective 2: create texts in Polish to express information, feelings, ideas and opinions about personal identity, everyday life, relationships and interests

Key knowledge and skills
In creating texts in Polish to express information, feelings, ideas and opinions about personal identity, everyday life, relationships and interests, candidates should: • apply knowledge of language structures to create original text • describe, narrate and reflect on real or imaginary experiences in the past, present or future • organise and sequence ideas and information • apply the conventions of relevant text types, e.g. review, article, story, diary entry • use structures related to explaining, describing, comparing and commenting on past, present and future events or experiences • use stylistic features, such as repetition and contrast • identify and link main ideas, events and sequences of action • summarise, explain, compare and contrast experiences, opinions, ideas, feelings and reactions • provide personal comment and/or perspective on aspects of texts • respond appropriately for the context, purpose and audience described • select and make appropriate use of reference materials, including dictionaries.

Unit objective 3: analyse texts that are in Polish to interpret meaning about everyday life, relationships, leisure activities and interests

Key knowledge and skills
To achieve this objective, candidates should: • apply knowledge of conventions of text types • identify key words, main points and supporting ideas • order, classify and link items from various parts of the text • apply knowledge of vocabulary and structures related to the topics studied • recognise common patterns of word formation, cognates and grammatical markers, and use these to infer meaning • convey gist and global understanding as well as items of specific detail • establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

Unit objective 4: examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication about everyday life, relationships, leisure activities and interests

Key knowledge and skills
To achieve this objective, candidates should: • recognise and use language appropriate to different social contexts • identify values, attitudes and beliefs of cultural significance • reflect upon significant aspects of Polish language and culture • compare and contrast aspects of leisure and lifestyles in Polish-speaking communities with those in Australia • identify and comment on culturally specific aspects of language, behaviour or attitude • express an opinion about an aspect of culture associated with Polish-speaking communities • 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.

2.5 Assessment guidance

If this syllabus is delivered in an educational setting, providers should ensure that the objectives cover, or are chosen from, the unit objectives. If one formative assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one formative assessment instrument is developed, the unit objectives must be covered across those instruments.

Candidates should be able to demonstrate their ability across the unit objectives, prescribed unit topics and suggested sub-topics and the mandatory grammatical items.

3 Unit 2: The Polish-speaking communities

3.1 Unit description

In Unit 2, candidates move beyond their personal world to their engagement with the Polish-speaking world. They explore options for personal travel and tourism in Polish-speaking communities and Australia and consider the associated cultural mores and conventions.

The unit provides candidates with opportunities to recognise and investigate places of interest to Polish-speakers, consider conversations related to travel experiences, and to compare and contrast the travel and tourism highlights of Polish-speaking communities with Australian destinations. They also consider the ways that Polish culture has contributed to the world, especially through science, art, literature and music. They examine Polish life from historical and contemporary perspectives, looking at notable people, significant historical events, and stories and legends from the past that help define the Polish people, their culture and traditions.

Candidates reflect upon their experiences, compare options and express preferences, while appreciating diverse cultural values. This provides the opportunity to develop knowledge and understanding of a range of language elements, grammatical items and textual structures; to communicate similarities and differences; to develop and express personal opinions; and to reinforce the link between language, culture and identity.

The subject matter engages candidates with aspects of language and textual conventions by requiring them to interact with others to exchange information, ideas, opinions and experiences; create texts in Polish to express information, feelings, ideas and opinions; analyse texts that are in Polish to interpret meaning; and examine the relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

3.1.1 Unit requirements

In this unit, subject matter is organised into three prescribed topics that require a notional 55 hours of teaching, learning and assessment in total.

Unit 2 Topic 1: Visiting Poland

Suggested sub-topics:

- natural features and historical places
- the environment.

Unit 2 Topic 2: Famous people in science, art, literature and music

Suggested sub-topics:

- Nobel Prize winners
- Prof. J Zubrzycki as an initiator and propagator of the idea of multiculturalism in Australia
- the life, times and work of significant figures in the artistic heritage of Poland.

Unit 2 Topic 3: Legends and significant historical events

Suggested sub-topics:

- *Lech, Czech i Rus* (founding myth of three Slavic peoples)
- *Legenda o smoku wawelskim* (Wawel Dragon)
- *Syrenka Warszawska* (Mermaid of Warsaw)
- the formation of the Solidarity movement with Lech Wałęsa as leader
- the legacy of Karol Józef Wojtyła (Pope John Paul II).

3.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

1. interact with others to exchange information, ideas, opinions and experiences in Polish about the Polish-speaking world, its notable people, legends and historical events
2. create texts in Polish to express information, feelings, ideas and opinions about the Polish-speaking world, its notable people, legends and historical events
3. analyse texts that are in Polish to interpret meaning about the Polish-speaking world, its notable people, legends and historical events
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication about the Polish-speaking world, its notable people, legends and historical events.

3.3 Areas of study

The areas of study common to Units 1–4 are detailed in Section 1.3.2 of this syllabus.

3.4 Subject matter

The following subject matter underpins the three prescribed topics and suggested sub-topics.

Unit objective 1: interact with others to exchange information, ideas, opinions, and experiences in Polish about the Polish-speaking world, its notable people, legends and historical events

Key knowledge and skills
To achieve this objective, candidates should: • use a range of strategies to maintain communication • convey information appropriate to context, purpose and audience • exchange and justify opinions and ideas on known topics • reflect on aspects of past, present and future experience • use structures related to asking for or giving assistance or advice, suggesting, explaining, agreeing and disagreeing • use fillers, affirming phrases and formulaic expressions related to negotiation and/or transaction • link and sequence ideas and demonstrate clarity of expression in spoken and written form • initiate, maintain, direct as appropriate, and close an exchange • use appropriate nonverbal forms of communication • use stance, gesture, facial expression to enhance meaning and persuade • use examples and reasons to support arguments and to convince • respond appropriately for the context, purpose and audience described.

Unit objective 2: create texts in Polish to express information, feelings, ideas and opinions about the Polish-speaking world, its notable people, legends and historical events

Key knowledge and skills
To achieve this objective, candidates should: • apply knowledge of language structures to create original text • describe, narrate and reflect on real or imaginary experiences in the past, present or future • organise and sequence ideas and information • apply the conventions of text types • use structures related to describing, recounting, narrating and reflecting upon past, present or future events or experiences • use a range of appropriate vocabulary and expressions • structure writing to sequence main ideas and events • use stylistic techniques such as repetition, questions and exclamations • vary language for audience, context and purpose • select and make appropriate use of reference materials, including dictionaries.

Unit objective 3: analyse texts that are in Polish to interpret meaning about the Polish-speaking world, its notable people, legends and historical events

Key knowledge and skills
To achieve this objective, candidates should: • apply the conventions of relevant text types, e.g. letters or newspaper reports • use vocabulary, structures and content related to topics studied • infer points of view, opinions and ideas • classify, compare and predict information and ideas • extract and reorganise information and ideas from one text type to another • appreciate cultural aspects critical to understanding the text.

Unit objective 4: examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication about the Polish-speaking world, its notable people, legends and historical events

Key knowledge and skills
To achieve this objective, candidates should: • recognise and use language appropriate to different social contexts • identify values, attitudes and beliefs of cultural significance • reflect upon significant aspects of Polish language and culture • compare and contrast aspects of life in Polish-speaking communities with those in Australia • identify and comment on culturally specific aspects of Polish language, behaviour or attitude • express an opinion about an aspect of culture associated with Polish-speaking communities • discuss the contribution of Polish culture in the wider world • show an awareness that different social contexts require different types of language.

3.5 Assessment guidance

If this syllabus is delivered in an educational setting, providers should ensure that the objectives cover, or are chosen from, the unit objectives. If one formative assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one formative assessment instrument is developed, the unit objectives must be covered across those instruments.

Candidates should be able to demonstrate their ability across the unit objectives, prescribed unit topics and suggested sub-topics and the mandatory grammatical items.

4 Unit 3: The changing world

4.1 Unit description

In Unit 3, candidates investigate their place in the changing nature of contemporary society and the global community and discuss issues of social and environmental importance. They reflect on roles and relationships in society and how they and their peers retain a sense of connectedness and belonging.

The unit provides candidates with opportunities to use Polish to express thoughts and opinions on particular issues and to discuss topics of importance to modern youth — social, environmental, economic, scientific and technological. They investigate the history of Polish customs, traditions and celebrations and understand their importance to Polish people in contemporary society.

As they comprehend, analyse, interpret and consider topics affecting their current and future society, candidates develop knowledge and understanding of a range of language elements and grammatical items. Candidates deepen their appreciation of cultural perspectives, as they are offered opportunities to use Polish to synthesise how society impacts on themselves and their peers.

Through examining a range of oral and written texts, candidates explore and compare aspects of the language and culture of the Polish-speaking community, allowing them to develop knowledge and understanding of social, environmental and historical issues and aspects of contemporary society.

The subject matter engages candidates with aspects of language and textual conventions by requiring them to interact with others to exchange information, ideas, opinions and experiences in Polish; create texts in Polish to express information, feelings, ideas and opinions; analyse texts that are in Polish to interpret meaning; and examine relationships between language, culture, and identity.

4.1.1 Unit requirements

In this unit, subject matter is organised into three prescribed topics that require a notional 55 hours of teaching, learning and assessment in total.

Unit 3 Topic 1: Social issues

Suggested sub-topics:

- youth issues
- disabled people’s issues
- environmental issues.

Unit 3 Topic 2: Migration in the past and present

Suggested sub-topics:

- reasons, difficulties and adaptation
- new life and opportunities.

Unit 3 Topic 3: Polish customs and traditions

Suggested sub-topics:

- festivals and celebrations
- Christmas and Easter
- name-days.

4.1.2 In-depth study

Candidates are required to undertake an in-depth study during Units 3 and 4. They will be expected to discuss their in-depth study in Section 2: Discussion, of the oral examination (see Sections 1.3.3 and 5.5.1).

The in-depth study should be based on a sub-topic related to one or more of the prescribed topics listed in the table in Section 1.3.1. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

The in-depth study assesses the candidate's understanding of the language and culture of the Polish-speaking community. It should enable the candidate 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 candidate to develop knowledge and understanding of historical issues, aspects of contemporary society or the literary or artistic heritage of the community.

The texts that form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting or 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 candidate to be able to explore their sub-topic in sufficient depth to meet the relevant objectives, 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.

4.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

1. interact with others to exchange information, ideas, opinions and experiences in Polish about issues of social and environmental importance and Polish customs and traditions
2. create texts in Polish to express information, feelings, ideas and opinions about issues of social and environmental importance and Polish customs and traditions
3. analyse texts that are in Polish to interpret meaning about issues of social and environmental importance and Polish customs and traditions
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication about issues of social and environmental importance and Polish customs and traditions.

4.3 Areas of study

The areas of study common to Units 1–4 are detailed in Section 1.3.2 of this syllabus.

4.4 Subject matter

The following subject matter underpins the three prescribed topics and suggested sub-topics.

Unit objective 1: interact with others to exchange information, ideas, opinions, and experiences in Polish about issues of social and environmental importance and Polish customs and traditions

Key knowledge and skills
To achieve this objective, candidates should: • use a range of strategies to maintain communication • convey information appropriate to context, purpose and audience • exchange and justify opinions and ideas on known topics • reflect on aspects of past, present and future experience • present and comment on factual information • use a range of question forms • exchange and justify opinions and ideas • use appropriate terms of address for familiar and unfamiliar audiences • self-correct/rephrase to maintain communication • describe and comment on aspects of past, present and future experience • link and sequence ideas and information.

Unit objective 2: create texts in Polish to express information, feelings, ideas and opinions about issues of social and environmental importance and Polish customs and traditions

Key knowledge and skills
To achieve this objective, candidates should: • apply knowledge of language structures to create original text • describe, narrate and reflect on real or imaginary experiences in the past, present or future • organise and sequence ideas and information • create a personal or imaginative text focusing on an event or experience in the past, present or future • demonstrate knowledge of first- and third-person narrative perspectives • vary language for audience, context and purpose • organise and sequence ideas • simplify or paraphrase complex expressions • use simple stylistic techniques such as repetition, questions, exclamations or changes in tone, speed of delivery • select and make appropriate use of reference materials, including dictionaries.

Unit objective 3: analyse texts that are in Polish to interpret meaning about issues of social and environmental importance and Polish customs and traditions

Key knowledge and skills
To achieve this objective, candidates should: • 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 and use of registers, and stylistic features such as repetition and tone.

Unit objective 4: examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication about issues of social and environmental importance and Polish customs and traditions

Key knowledge and skills
To achieve this objective, candidates should: • recognise and use language appropriate to different social contexts • identify values, attitudes and beliefs of cultural significance • reflect upon significant aspects of language, culture and identity in Polish-speaking communities • compare and contrast cultural perspectives of Polish-speaking communities with those in Australia • identify and comment on culturally specific aspects of language, behaviour or attitude • express an opinion about an aspect of Polish customs and traditions.

4.5 Assessment guidance

If this syllabus is delivered in an educational setting, providers should ensure that the objectives cover, or are chosen from, the unit objectives. If one formative assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one formative assessment instrument is developed, the unit objectives must be covered across those instruments.

Candidates should be able to demonstrate their ability across the unit objectives, prescribed unit topics and suggested sub-topics and the mandatory grammatical items.

5 Unit 4: My future

5.1 Unit description

In Unit 4, candidates focus on their future plans, aspirations and pathways — their plans for future study, possible careers and work options. This includes plans for their immediate future and how these plans, responsibilities and aspirations compare with those of other young people in Polish-speaking communities.

The unit provides candidates with opportunities to examine the world of work, employment and unemployment, and the changing roles of men and women, not only in the workforce, but also in the modern world. Candidates have opportunities to use Polish to consider and discuss their perspectives on issues relevant to their futures and the futures of their peers, both in Australia and in Polish-speaking communities. As they research, examine and discuss a range of texts, and create oral and written texts, candidates consolidate their knowledge and understanding of a range of language elements, grammatical items, structures and text types.

As candidates consider the next phase of their lives and their aspirations, they reflect on their personal world, their identity, school and home life, family, friends and interests, and the past and present influences on their world. They compare and contrast customs, and the social and cultural values related to their personal lifestyle and to wider community lifestyles, leisure and education, both in Australia and in Polish-speaking communities. They also consider historical issues, aspects of contemporary society, the literary and artistic heritage of the community, and aspects of the language and culture of Polish-speaking communities.

The subject matter engages candidates with aspects of language and textual conventions by requiring them to analyse and use information from written texts, and respond critically to spoken and written texts that reflect aspects of the language and culture of the Polish-speaking communities.

5.1.1 Unit requirements

In this unit, subject matter is organised into two prescribed topics that require a notional 55 hours of teaching, learning and assessment in total.

Unit 4 Topic 1: Education and aspirations

Suggested sub-topics:

- school life and experiences
- future expectations
- the school community.

Unit 4 Topic 2: The world of work

Suggested sub-topics:

- careers and occupations
- employment and unemployment
- the impact of work on family life
- technological change.

5.1.2 In-depth study

Candidates are required to undertake an in-depth study during Units 3 and 4. They will be expected to discuss their in-depth study in Section 2: Discussion, of the oral examination (see Sections 1.3.3 and 5.5.1).

The in-depth study should be based on a sub-topic related to one or more of the prescribed topics listed in the table in Section 1.3.3. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

The in-depth study assesses the candidate's understanding of the language and culture of the Polish-speaking community. It should enable the candidate 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 candidate to develop knowledge and understanding of historical issues, aspects of contemporary society or the literary or artistic heritage of the community.

The texts that form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting or 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 candidate to be able to explore their sub-topic in sufficient depth to meet the relevant objectives, 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.

5.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Candidates will:

1. interact with others to exchange information, ideas, opinions and experiences in Polish about their future plans, aspirations and pathways, and to reflect on their personal world
2. create texts in Polish to express information, feelings, ideas, and opinions about their future plans, aspirations and pathways, and their personal world
3. analyse texts that are in Polish to interpret meaning about future plans, aspirations and pathways, and personal identity
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication about future plans, aspirations and pathways, and personal identity.

5.3 Areas of study

The areas of study common to Units 1–4 are detailed in Section 1.3.2 of this syllabus.

5.4 Subject matter

The following subject matter underpins the two prescribed topics and suggested sub-topics.

Unit objective 1: interact with others to exchange information, ideas, opinions and experiences in Polish about their future plans, aspirations and pathways, and to reflect on their personal world

Key knowledge and skills
To achieve this objective, candidates should: • use a range of strategies to maintain communication • convey information appropriate to context, purpose and audience • exchange and justify opinions and ideas on known topics • reflect on aspects of past, present and future experience • present and comment on factual information • use a range of question forms • exchange and justify opinions and ideas • use appropriate terms of address for familiar and unfamiliar audiences • self-correct/rephrase to maintain communication • describe and comment on aspects of past, present and future experience • link and sequence ideas and information.

Unit objective 2: create texts in Polish to express information, feelings, ideas and opinions about their future plans, aspirations and pathways, and their personal world

Key knowledge and skills
To achieve this objective, candidates should: • apply knowledge of language structures to create original text • describe, narrate and reflect on real or imaginary experiences in the past, present or future • organise and sequence ideas and information • create a personal or imaginative text focusing on an event or experience in the past, present or future • demonstrate knowledge of first- and third-person narrative perspectives • vary language for audience, context and purpose • organise and sequence ideas • simplify or paraphrase complex expressions • use simple stylistic techniques such as repetition, questions, exclamations or changes in tone, speed of delivery • select and make appropriate use of reference materials, including dictionaries.

Unit objective 3: analyse texts that are in Polish to interpret meaning about future plans, aspirations and pathways, and personal identity

Key knowledge and skills
To achieve this objective, candidates should: • show knowledge of and use a range of text types • 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 texts on a similar topic • show knowledge of and use 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.

Unit objective 4: examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication about future plans, aspirations and pathways, and personal identity

Key knowledge and skills
To achieve this objective, candidates should: • recognise and use language appropriate to different social, cultural, career and work-related contexts • identify values, attitudes and beliefs of cultural significance in career and work-related contexts • reflect upon significant aspects of language and culture • compare and contrast aspects of life in Polish-speaking communities with those in Australia • identify and comment on culturally specific aspects of language, behaviour or attitude • express an opinion about an aspect of culture associated with Polish-speaking communities • identify similarities and differences between texts and find evidence to support particular views • show an awareness that different social and work contexts require different types of language • select and make use of relevant reference materials.

5.5 Assessment

The end-of-year examinations are:

- an oral examination
- a written examination.

The format for the external examinations is determined by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning and assessment of language subjects with small candidatures.

The external assessment is held in either October or November of each year.

The oral and written examinations will be set by a panel appointed by the South Australian Certificate of Education (SACE) Board of South Australia and marked by assessors from the SACE Board.

5.5.1 Summative external assessment 1: Oral examination (25%)

Purpose

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

Specifications

Conditions

- Time: approximately 15 minutes in total.
- Dictionaries or electronic devices are not permitted in the oral examination.
- Notes or cue cards are not permitted.

The oral examination has two sections.

Section 1: Conversation (approximately 7 minutes)

The examination begins with a conversation between the candidate and the assessor/s. It consists of a general conversation about the candidate's personal world, e.g. family and friends, school and home life, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)

Following the conversation the candidate indicates to the assessor/s the subject of the in-depth study chosen for discussion. The candidate explores with the assessor/s the subject of the in-depth study and refers to the texts studied. The candidate may also refer to personal experiences related to the subject of the in-depth study.

The candidate may support the conversation and discussion with objects such as photographs, pictures, and maps.

5.5.2 Summative external assessment 2: Written examination (75%)

Conditions

- Time: 2 hours and 30 minutes, plus 10 minutes reading time.
- Candidates may use monolingual and/or bilingual print dictionaries in one or two volumes in the written examination.

Section 1: Listening and responding

Purpose

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

Specifications

Section 1 of the written examination has two parts, Part A and Part B. Candidates analyse and interpret spoken texts and respond, in English in Part A and in Polish in Part B, to questions on the texts. The texts in both parts will be related to one or more of the prescribed themes.

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

Some texts will be short, that is, one reading of each text will be approximately 35–45 seconds. Some texts will be longer, that is, one reading of each text will be approximately 90–20 seconds. Each text will be heard twice. There will be a pause between the first and second readings, in which candidates may make notes. Candidates will be given sufficient time after the second reading to complete their answers.

Candidates 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.

In both parts, candidates are expected to:

- understand general and specific aspects of texts by identifying and analysing information
- convey information accurately and appropriately.

Part A

There will be three texts, including at least one shorter text and at least one longer text.

Questions on the texts will be written in English for responses in English.

Part B

There will be three texts, including at least one shorter text and at least one longer text.

Questions on the texts will be written in English and Polish for responses in Polish.

Section 2: Reading and responding

Purpose

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

Specifications

Section 2 of the written examination has two parts, Part A and Part B. Candidates analyse and interpret written texts, and analyse and exchange information in response to a text or texts.

The texts in both parts will be related to one or more of the prescribed themes.

Part A

In Part A, candidates demonstrate understanding of written text by, for example:

- extracting, summarising and/or evaluating information from one or two texts
- responding critically to the text/s
- comparing and/or contrasting aspects of both texts, where there are two texts.

Candidates are expected to convey information accurately and appropriately.

Candidates read one or two texts in Polish of approximately 400 words in total. Where there are two texts, the texts will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be written in English for responses in English.

Part B

In Part B, candidates demonstrate both an understanding of a written text and the ability to exchange information by responding in Polish to information provided in the text.

Candidates read a short text (approximately 150 words) in Polish. Candidates are required to demonstrate understanding of the text through processing the information from the stimulus material.

The question will specify a purpose, a context and an audience. Candidates produce a text type drawn from those prescribed for productive use (see Section 1.3.4). One or two related texts may be used in the stimulus text. However, if two texts are used (e.g. an attachment within an email) they must be presented as one text with two parts in the examination. Candidates are expected to convey information coherently and appropriately.

Candidates write a response of approximately 150 words in Polish.

The question will be written in English and Polish for a response in Polish.

Section 3: Writing in Polish

Purpose

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

Specifications

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

- having different purposes, audiences, and contexts
- requiring different text types (see Section 1.3.4 for the lists of text types for productive use).

Candidates write a response of approximately 250 words in Polish.

Questions will be written in English and Polish for a response in Polish.

5.5.3 Performance standards

The performance standards in the following tables describe five levels of achievement, A to E. Each level of achievement describes the knowledge, skills and understanding that assessors refer to in deciding how well a candidate has demonstrated their learning on the basis of the evidence provided.

This generic set of performance standards has been developed by the South Australian Certificate of Education (SACE) Board of South Australia for languages at continuers level.

The complexity of language and ideas in texts selected for interpretation, and the complexity of ideas that candidates exchange and express when interacting and creating texts, will vary between languages. The complexity of language and ideas is based on, for example, the nature of the writing system and the linguistic and cultural distance of the language from English.

5.5.4 Performance standards for Stage 2 nationally assessed languages at continuers level

	Ideas	Expression		Interpretation and reflection
A	**Relevance** Responses are consistently relevant to context, purpose, audience and topic. Responses consistently convey the appropriate detail, ideas, information and opinions. Responses successfully create the desired impact and interest, and engage the audience. **Depth of treatment of ideas, information, or opinions** Depth and breadth in the treatment of the topic and content are very detailed and varied. Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively, with originality and creativity. Comprehensive evidence of planning and preparation.	**Capacity to convey information accurately and appropriately** Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow and cohesion. A few errors may be evident when attempting to use more complex language, but errors do not impede meaning. Effective use of a range of sophisticated cohesive devices to connect ideas. Expression consistently appropriate to the cultural and social context. Very effective communication with a high degree of fluency. Pronunciation is accurate and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning. **Coherence in structure and sequence** Information and ideas are organised logically and coherently. Conventions of the text type are observed.	**Capacity to interact and maintain a conversation and discussion** Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest and enthusiasm for the topic of discussion are conveyed. A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers). Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well.	**Interpretation of meaning in texts** Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas and opinions). Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text. Concepts, perspectives, and ideas represented in the text are identified and explained with clarity and insight. **Analysis of the language in texts** The functions of particular linguistic and cultural features in the text are explained with clarity and insight. Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation). **Reflection** Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts. Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts. Critical reflection on own learning.

	Ideas	Expression		Interpretation and reflection
B	**Relevance** Responses are mostly relevant to context, purpose, audience and topic. Responses mostly convey the appropriate detail, ideas, information and opinions. Responses generally create the desired impact and interest, and engage the audience. **Depth of treatment of ideas, information or opinions** Breadth and some depth in the treatment of the topic. Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position. **Sound planning and preparation.**	**Capacity to convey information accurately and appropriately** Use of a range of linguistic structures and features with good control to convey meaning. Mostly accurate use or high frequency vocabulary and sentence structures. Attempts are made to use some complex language and errors sometimes impede meaning. A range of cohesive devices is used to connect ideas. Expression is mostly appropriate to the context. Effective communication, with some degree of fluency. Reasonably accurate pronunciation and intonation. **Coherence in structure and sequence** Mostly coherent organisation of information and ideas. **Most conventions of the text type are observed.**	**Capacity to interact and maintain a conversation and discussion** Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively. A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification). **Occasional pauses to process questions and to search for linguistic resources.**	**Interpretation of meaning in texts** Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples. Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text. Concepts, perspectives, and ideas represented in the text are generally identified and explained with some clarity. **Analysis of the language in texts** The functions of particular linguistic and cultural features in the text are described. Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation). **Reflection** Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts. Some depth in reflection on own values, beliefs, practices, and ideas in relation to those represented in texts. **Thoughtful reflection on own learning.**

	Ideas	Expression		Interpretation and reflection
C	**Relevance** Responses are generally relevant to topic and purpose, with some relevance to context and audience. Responses generally convey simple ideas and opinions with generally appropriate information. Responses generally create some interest, and partly engage the audience. **Depth of treatment of ideas, information or opinions** Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics. Simple sentences usually containing one idea are used with some effectiveness to convey meaning and support an opinion. **Competent planning and preparation.**	**Capacity to convey information accurately and appropriately** Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns. Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns. Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph and whole text level. Expression is generally appropriate to the cultural and social context. Some hesitancy in responding. Pronunciation and intonation are understandable. **Coherence in structure and sequence** Generally coherent organisation of information and ideas. **Responses generally conform to the conventions of the text type.**	**Capacity to interact and maintain a conversation and discussion** Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed. Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor's sentence patterns to respond. **Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts.**	**Interpretation of meaning in texts** Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures. Competent understanding of context, purpose, and audience, supported with isolated examples from the text. Main concepts, ideas, and one or more perspectives in the text are identified, with some explanation. **Analysis of the language in texts** Particular linguistic and cultural features of the text are identified. Identification of stylistic features in the text (e.g. idioms, rhetoric, expressions). **Reflection** Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts. Some reflection on, with mostly description of, own values, beliefs, practices, and ideas in relation to those represented in texts. **Some reflection on own learning.**

	Ideas	Expression		Interpretation and reflection
D	**Relevance** Responses partially relevant to the topic and purpose. Responses convey some basic information that may be appropriate. Responses include one or more elements of interest that may engage the audience. **Depth of treatment of ideas, information or opinions** Some basic treatment of information or ideas relating to simple aspects of familiar topics. Simple sentences are used with partial effectiveness to convey an idea or opinion. Sentences may be short or incomplete. **Some planning and preparation.**	**Capacity to convey information accurately and appropriately** Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English. Frequent errors and incorrect selection of words from the dictionary impede meaning. A cohesive device may be used, with some effectiveness. Expression occasionally appropriate to cultural and social context. Frequent hesitancy in responding. Pronunciation may impede meaning. **Coherence in structure and sequence** Some basic organisation of information and/or ideas. **Some use of very basic conventions of the text type.**	**Capacity to interact and maintain a conversation and discussion** Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic may be conveyed. Reliance on repetition and rephrasing of questions. Partial understanding of questions may lead to a response that is not relevant. **Frequent silences may occur because of lack of comprehension and time required to search for words and construct answers.**	**Interpretation of meaning in texts** Keywords and some supporting detail are identified in texts dealing with familiar situations. Some basic understanding of context, purpose, and/or audience. Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted. **Analysis of the language in texts** One or more basic linguistic and/or cultural features of the text are identified. One or more stylistic features are identified. **Reflection** One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified. Some of the candidate's own values, beliefs, practices, or ideas in relation to those represented in texts are described. **Learning experiences are recounted.**

	Ideas	Expression		Interpretation and reflection
E	**Relevance** Responses have limited relevance to the topic and purpose. Responses attempt to convey some basic information, with limited appropriateness. Responses attempt to include an element of interest. **Depth of treatment of ideas, information or opinions** Attempted treatment of simple information relating to one or more aspects of familiar topics. Responses are brief and often rely on a keyword to convey basic meaning. **Attempted planning or preparation.**	**Capacity to convey information accurately and appropriately** Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on anglicisms to convey meaning. Frequent errors impede meaning. Attempted use of a cohesive device, with limited effectiveness. Limited appropriateness of expression. Always or mostly hesitant in responding. Pronunciation impedes meaning. **Coherence in structure and sequence** Limited organisation of information or ideas. **Limited evidence of conventions of text type.**	**Capacity to interact and maintain a conversation and discussion** Reliance on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings. Repetition, rephrasing of questions and a slowed rate of speech are required for comprehension. Utterances rarely consist of more than two or three words. Frequent misunderstandings of simple questions. **Frequent long pauses to process questions and to search for words. May resort to using English to convey meaning.**	**Interpretation of meaning in texts** Isolated items of information are identified in texts on familiar topics containing simple language. Identification of a context, purpose, or audience. Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions). **Analysis of the language in texts** Attempted identification of a basic linguistic feature of the text. Attempted identification of a stylistic feature. **Reflection** One or more formulaic cultural expressions are identified. One or more of own values, beliefs, practices, or ideas are identified. **Learning experiences are listed.**

5.5.5 Contribution of the respective sections of the examinations to a candidate's overall result

Summative external examinations	Marks
Oral examination	
Section 1: Conversation Section 2: Discussion	25
Written examination	
Section 1: Listening and responding	
Part A: Response in English	15
Part B: Response in Polish	15
Section 2: Reading and responding	
Part A: Response in English	10
Part B: Response in Polish	15
Section 3: Writing	20
Total	**100**

5.6 Subject resources

Subject assessment advice, past examinations and chief assessor's reports for Polish are available on the SACE Board website at www.sace.sa.edu.au/web/polish-continuers/stage-2/support-materials/chief-assessors-report-exams.

Note: Examination reports provide valuable advice to candidates in relation to oral and written examinations. Some examination reports for written examinations contain some answers.

Subject advice and strategies for Polish, including recommended resources, are available on the SACE Board website at www.sace.sa.edu.au/web/polish-continuers/stage-2/support-materials/subject-advice-strategies.

6 Glossary

Term	Explanation
A	
accomplished	highly trained or skilled in a particular activity; perfected in knowledge or training; expert
accuracy	the condition or quality of being true, correct or exact; freedom from error or defect; precision or exactness; correctness; in science, the extent to which a measurement result represents the quantity it purports to measure; an accurate measurement result includes an estimate of the true value and an estimate of the uncertainty
accurate	precise and exact; to the point; consistent with or exactly conforming to a truth, standard, rule, model, convention or known facts; free from error or defect; meticulous; correct in all details
additional language acquisition	process by which a language other than a person's native language is learnt, including culturally appropriate communicative habits; also referred to as 'second language acquisition'
adept	very/highly skilled or proficient at something; expert
adequate	satisfactory or acceptable in quality or quantity equal to the requirement or occasion
analyse	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
applied learning	the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts that may encompass workplace, industry and community situations; it emphasises learning through doing and includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills
Applied subject	a subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections; a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from Applied syllabuses contribute to the QCE; results may contribute to ATAR calculations
apply	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
appraise	evaluate the worth, significance or status of something; judge or consider a text or piece of work
appreciate	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of

Term	Explanation
appropriate	acceptable; suitable or fitting for a particular purpose, circumstance, context, etc.
apt	suitable to the purpose or occasion; fitting, appropriate
area of study	a division of, or a section within a unit
argue	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
aspect	a particular part of a feature of something; a facet, phase or part of a whole
assess	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something
assessment	purposeful and systematic collection of information about candidates' achievements
assessment instrument	a tool or device used to gather information about candidate achievement
assessment objectives	drawn from the unit objectives and contextualised for the requirements of the assessment instrument (see also 'syllabus objectives', 'unit objectives')
assessment technique	the method used to gather evidence about candidate achievement, (e.g. examination, project, investigation)
astute	showing an ability to accurately assess situations or people; of keen discernment
ATAR	Australian Tertiary Admission Rank
attitudes	in languages, how an author or creator of a text feels about the topic, situation and audience
audience	in languages, recipients of a text; the group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing, e.g. candidates in the educational setting, an individual, the wider community
audio	in languages, texts that are listened to
audiovisual	in languages, texts that are viewed and listened to
authentic	in languages, original or modified text that would be used by a background speaker for communicative purposes
authoritative	able to be trusted as being accurate or true; reliable; commanding and self-confident; likely to be respected and obeyed

Term	Explanation
B	
background speaker	native speaker of a language or a person who has had significant exposure to and/or knowledge of a language and culture
balanced	keeping or showing a balance; not biased; fairly judged or presented; taking everything into account in a fair, well-judged way
basic	fundamental
beliefs	what a person, society or group holds to be true
C	
calculate	determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
categorise	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
challenging	difficult but interesting; testing one's abilities; demanding and thought-provoking; usually involving unfamiliar or less familiar elements
characteristic	a typical feature or quality
clarify	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible
clarity	clearness of thought or expression; the quality of being coherent and intelligible; free from obscurity of sense; without ambiguity; explicit; easy to perceive, understand or interpret
classify	arrange, distribute or order in classes or categories according to shared qualities or characteristics
clear	free from confusion, uncertainty, or doubt; easily seen, heard or understood
clearly	in a clear manner; plainly and openly, without ambiguity
coherent	having a natural or due agreement of parts; connected; consistent; logical, orderly; well-structured and makes sense; rational, with parts that are harmonious; having an internally consistent relation of parts
cohesive	characterised by being united, bound together or having integrated meaning; forming a united whole
comment	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
communicate	convey knowledge and/or understandings to others; make known; transmit
community	a group of people who share common language, identity, and/or experience

Term	Explanation
compare	display recognition of similarities and differences and recognise the significance of these similarities and differences
competent	having suitable or sufficient skills, knowledge, experience, etc. for some purpose; adequate but not exceptional; capable; suitable or sufficient for the purpose; having the necessary ability, knowledge or skill to do something successfully; efficient and capable (of a person); acceptable and satisfactory, though not outstanding
competently	in an efficient and capable way; in an acceptable and satisfactory, though not outstanding, way
complex	composed or consisting of many different and interconnected parts or factors; compound; composite; characterised by an involved combination of parts; complicated; intricate; a complex whole or system; a complicated assembly of particulars
comprehend	understand the meaning or nature of; grasp mentally
comprehensive	inclusive; of large content or scope; including or dealing with all or nearly all elements or aspects of something; wide-ranging; detailed and thorough, including all that is relevant
concise	expressing much in few words; giving a lot of information clearly and in a few words; brief, comprehensive and to the point; succinct, clear, without repetition of information
concisely	in a way that is brief but comprehensive; expressing much in few words; clearly and succinctly
conduct	direct in action or course; manage; organise; carry out
consider	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on
considerable	fairly large or great; thought about deliberately and with a purpose
considered	formed after careful and deliberate thought
consistent	agreeing or accordant; compatible; not self-opposed or self-contradictory, constantly adhering to the same principles; acting in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard, or effect over time; not containing any logical contradictions (of an argument); constant in achievement or effect over a period of time
construct	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
context	the environment in which an event occurs, or in the case of a text, is created or responded to; context may include the general social, historical and cultural conditions (the context of culture), the specific features of its immediate social environment (context of situation), or, when analysing a text, the parts of a text before or after a selected passage or word, and relevant to it (in context)

Term	Explanation
contrast	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout
controlled	shows the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds
conventions	in languages, cultural and linguistic norms or accepted practices
convey meaning	to express a thought, feeling, idea, opinion, experience or fact so it is understood by others
convincing	persuaded by argument or proof; leaving no margin of doubt; clear; capable of causing someone to believe that something is true or real; persuading or assuring by argument or evidence; appearing worthy of belief; credible or plausible
course	a defined amount of learning developed from a subject syllabus
create	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
creative	resulting from originality of thought or expression; relating to or involving the use of the imagination or original ideas to create something; having good imagination or original ideas
credible	capable or worthy of being believed; believable; convincing
criterion	the property or characteristic by which something is judged or appraised
critical	involving skilful judgment as to truth, merit, etc.; involving the objective analysis and evaluation of an issue in order to form a judgment; expressing or involving an analysis of the merits and faults of a work of literature, music, or art; incorporating a detailed and scholarly analysis and commentary (of a text); rationally appraising for logical consistency and merit
critique	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
cultural conventions	common set of norms and established standards shared by members of a group, to which each person is expected to conform
cultural values	common set of beliefs and principles shared by a group
cursory	hasty, and therefore not thorough or detailed; performed with little attention to detail; going rapidly over something, without noticing details; hasty; superficial

Term	Explanation
D	
decide	reach a resolution as a result of consideration; make a choice from a number of alternatives
deduce	reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given
defensible	justifiable by argument; capable of being defended in argument
define	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities
demonstrate	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition
derive	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship; in mathematics, obtain the derivative of a function
describe	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
design	produce a plan, simulation, model or similar; plan, form or conceive in the mind; in English, select, organise and use particular elements in the process of text construction for particular purposes; these elements may be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page or screen) and multimodal (a combination of more than one)
detailed	executed with great attention to the fine points; meticulous; including many of the parts or facts
determine	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
develop	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
devise	think out; plan; contrive; invent
differentiate	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things; in mathematics, obtain the derivative of a function
discerning	discriminating; showing intellectual perception; showing good judgment; making thoughtful and astute choices; selected for value or relevance
discriminate	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different
discriminating	differentiating; distinctive; perceiving differences or distinctions with nicety; possessing discrimination; perceptive and judicious; making judgments about quality; having or showing refined taste or good judgment

Term	Explanation
discuss	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
disjointed	disconnected; incoherent; lacking a coherent order/sequence or connection
distinguish	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items
diverse	of various kinds or forms; different from each other
document	support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)
draw conclusions	make a judgment based on reasoning and evidence
E	
effective	successful in producing the intended, desired or expected result; meeting the assigned purpose
efficient	working in a well-organised and competent way; maximum productivity with minimal expenditure of effort; acting or producing effectively with a minimum of waste, expense or unnecessary effort
element	a component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity
elementary	simple or uncompounded; relating to or dealing with elements, rudiments or first principles (of a subject); of the most basic kind; straightforward and uncomplicated
erroneous	based on or containing error; mistaken; incorrect
essential	absolutely necessary; indispensable; of critical importance for achieving something
evaluate	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
examination	a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems; candidate responses are completed individually, under supervised conditions, and in a set timeframe
examine	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
exchange	to give and receive information, ideas, opinions and/or experiences

Term	Explanation
experiment	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
explain	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
explicit	clearly and distinctly expressing all that is meant; unequivocal; clearly developed or formulated; leaving nothing merely implied or suggested
explore	look into both closely and broadly; scrutinise; inquire into or discuss something in detail
express	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); in words, art, music or movement, convey or suggest a representation of; depict
extended response	an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus; while candidates may undertake some research when writing of the extended response, it is not the focus of this technique; an extended response occurs over an extended and defined period of time
Extension subject	a two-unit subject (Units 3 and 4) for which a syllabus has been developed by QCAA, that is an extension of one or more General subject/s, studied concurrently with, Units 3 and 4 of that subject or after completion of, Units 3 and 4 of that subject
extensive	of great extent; wide; broad; far-reaching; comprehensive; lengthy; detailed; large in amount or scale
external assessment	summative assessment that occurs towards the end of a course of study and is common to all educational settings and candidates; developed and marked by the QCAA according to a commonly applied marking scheme
external examination	a supervised test, developed and marked by the QCAA, that assesses the application of a range of cognitions to multiple provided items such as questions, scenarios and/or problems; candidate responses are completed individually, under supervised conditions, and in a set timeframe
extrapolate	infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable

Term	Explanation
F	
factual	relating to or based on facts; concerned with what is actually the case; actually occurring; having verified existence
familiar	well-acquainted; thoroughly conversant with; well known from long or close association; often encountered or experienced; common; (of materials, texts, skills or circumstances) having been the focus of learning experiences or previously encountered in prior learning activities
feasible	capable of being achieved, accomplished or put into effect; reasonable enough to be believed or accepted; probable; likely
fluent	spoken or written with ease; able to speak or write smoothly, easily or readily; articulate; eloquent; in artistic performance, characteristic of a highly developed and excellently controlled technique; flowing; polished; flowing smoothly, easily and effortlessly
fluently	in a graceful and seemingly effortless manner; in a way that progresses smoothly and readily
formative assessment	assessment whose major purpose is to improve teaching and candidate achievement
fragmented	disorganised; broken down; disjointed or isolated
frequent	happening or occurring often at short intervals; constant, habitual, or regular
fundamental	forming a necessary base or core; of central importance; affecting or relating to the essential nature of something; part of a foundation or basis
G	
General subject	a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from General syllabuses contribute to the QCE; General subjects have an external assessment component; results may contribute to ATAR calculations
generate	produce; create; bring into existence
gist	substance or essence of a matter or of a text
H	
hypothesise	formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds

Term	Explanation
I	
identify	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
illogical	lacking sense or sound reasoning; contrary to or disregardful of the rules of logic; unreasonable
implement	put something into effect, e.g. a plan or proposal
implicit	implied, rather than expressly stated; not plainly expressed; capable of being inferred from something else
improbable	not probable; unlikely to be true or to happen; not easy to believe
inaccurate	not accurate
inappropriate	not suitable or proper in the circumstances
inconsistent	lacking agreement, as one thing with another, or two or more things in relation to each other; at variance; not consistent; not in keeping; not in accordance; incompatible, incongruous
independent	thinking or acting for oneself, not influenced by others
in-depth	comprehensive and with thorough coverage; extensive or profound; well-balanced or fully developed
infer	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
informed	knowledgeable; learned; having relevant knowledge; being conversant with the topic; based on an understanding of the facts of the situation (of a decision or judgment)
innovative	new and original; introducing new ideas; original and creative in thinking
insightful	showing understanding of a situation or process; understanding relationships in complex situations; informed by observation and deduction
instrument-specific marking guide	ISMG; a tool for marking that describes the characteristics evident in candidate responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
integral	*adjective* necessary for the completeness of the whole; essential or fundamental; *noun* in mathematics, the result of integration; an expression from which a given function, equation, or system of equations is derived by differentiation
intended	designed; meant; done on purpose; intentional

Term	Explanation
intercultural understanding	understanding that there are multiple ways to view the world; an awareness of diverse beliefs, values and customs
interpret	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
investigate	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
investigation	an assessment technique that requires candidates to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time
irrelevant	not relevant; not applicable or pertinent; not connected with or relevant to something
ISMG	instrument-specific marking guide; a tool for marking that describes the characteristics evident in candidate responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
isolated	detached, separate, or unconnected with other things; one-off; something set apart or characterised as different in some way
J	
judge	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination
justified	sound reasons or evidence are provided to support an argument, statement or conclusion
justify	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable

Term	Explanation
L	
language elements	parts of a language system that combine, e.g. phonemes (sounds), morphemes (words), language features, language functions, characters, punctuation, phrases, sentences and utterances (see also 'language features')
language features	linguistic elements that support meaning, e.g. sentence structure, noun group/phrase, vocabulary, punctuation, figurative language, framing; choices in language features and text structures together define a type of text and shape its meaning; these choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production
learning area	a grouping of subjects, with related characteristics, within a broad field of learning, e.g. the Arts, sciences, languages
linguistic	relating to languages, use of language elements and language-learning skills
linguistic and cultural knowledge	combination of intercultural understanding and knowledge of language elements suited to the mode of communication
logical	rational and valid; internally consistent; reasonable; reasoning in accordance with the principles/rules of logic or formal argument; characterised by or capable of clear, sound reasoning; (of an action, decision, etc.) expected or sensible under the circumstances
logically	according to the rules of logic or formal argument; in a way that shows clear, sound reasoning; in a way that is expected or sensible
M	
make decisions	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position
manipulate	adapt or change to suit one's purpose
mental procedures	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; sometimes referred to as 'procedural knowledge'; there are three distinct phases to the acquisition of mental procedures — the cognitive stage, the associative stage, and the autonomous stage; the two categories of mental procedures are skills (single rules, algorithms and tactics) and processes (macroprocedures)
methodical	performed, disposed or acting in a systematic way; orderly; characterised by method or order; performed or carried out systematically
minimal	least possible; small, the least amount; negligible
mode	in languages, a method of communication for exchanging meaning, i.e. listening, reading, speaking, viewing and writing; in combination, these methods of communication form multimodal texts

Term	Explanation
modify	change the form or qualities of; make partial or minor changes to something
multimodal	uses a combination of at least two modes (e.g. spoken, written), delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated so that each mode contributes significantly to the response
N	
narrow	limited in range or scope; lacking breadth of view; limited in amount; barely sufficient or adequate; restricted
nuanced	showing a subtle difference or distinction in expression, meaning, response, etc.; finely differentiated; characterised by subtle shades of meaning or expression; a subtle distinction, variation or quality; sensibility to, awareness of, or ability to express delicate shadings, as of meaning, feeling, or value
O	
objectives	see ‘syllabus objectives’, ‘unit objectives’, ‘assessment objectives’
obvious	clearly perceptible or evident; easily seen, recognised or understood
optimal	best, most favourable, under a particular set of circumstances
organise	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
organised	systematically ordered and arranged; having a formal organisational structure to arrange, coordinate and carry out activities
outstanding	exceptionally good; clearly noticeable; prominent; conspicuous; striking
P	
partial	not total or general; existing only in part; attempted, but incomplete
particular	distinguished or different from others or from the ordinary; noteworthy
perceptive	having or showing insight and the ability to perceive or understand; discerning (see also ‘discriminating’)
performance	an assessment technique that requires candidates to demonstrate a range of cognitive, technical, creative and/or expressive skills and to apply theoretical and conceptual understandings, through the psychomotor domain; it involves candidate application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent; a performance is developed over an extended and defined period of time
personal response	text created by an individual expressing their own ideas, opinions, experiences, values, attitudes and/or perspectives

Term	Explanation
perspectives	in languages, the ways in which writers/speakers deliberately or subconsciously construct their texts to embed their way of thinking in their texts and position readers/viewers, e.g. a conservative perspective; conversely, the way readers/viewers perceive or interpret a text
persuasive	capable of changing someone's ideas, opinions or beliefs; appearing worthy of approval or acceptance; (of an argument or statement) communicating reasonably or credibly (see also 'convincing')
perusal time	time allocated in an assessment to reading items and tasks and associated assessment materials; no writing is allowed; candidates may not make notes and may not commence responding to the assessment in the response space/book
planning time	time allocated in an assessment to planning how to respond to items and tasks and associated assessment materials; candidates may make notes but may not commence responding to the assessment in the response space/book; notes made during planning are not collected, nor are they graded or used as evidence of achievement
Polish culture	culture that pertains to the Polish language and the communities in which the language is spoken, rather than just the country of Poland
polished	flawless or excellent; performed with skilful ease
precise	definite or exact; definitely or strictly stated, defined or fixed; characterised by definite or exact expression or execution
precision	accuracy; exactness; exact observance of forms in conduct or actions
predict	give an expected result of an upcoming action or event; suggest what may happen based on available information
product	an assessment technique that focusses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings; a product is developed over an extended and defined period of time
proficient	well advanced or expert in any art, science or subject; competent, skilled or adept in doing or using something
project	an assessment technique that focusses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings; the response is a coherent work that documents the iterative process undertaken to develop a solution and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models; a project is developed over an extended and defined period of time
propose	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
prove	use a sequence of steps to obtain the required result in a formal way

Term	Explanation
Psychomotor procedures	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; these are physical procedures used to negotiate daily life and to engage in complex physical activities; the two categories of psychomotor procedures are skills (foundational procedures and simple combination procedures) and processes (complex combination procedures)
purposeful	having an intended or desired result; having a useful purpose; determined; resolute; full of meaning; significant; intentional
Q	
QCE	Queensland Certificate of Education
R	
realise	create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to
reasonable	endowed with reason; having sound judgment; fair and sensible; based on good sense; average; appropriate, moderate
reasoned	logical and sound; based on logic or good sense; logically thought out and presented with justification; guided by reason; well-grounded; considered
recall	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one's mind
recognise	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge
refined	developed or improved so as to be precise, exact or subtle
reflect on	think about deeply and carefully
rehearsed	practised; previously experienced; practised extensively
related	associated with or linked to
relevance	being related to the matter at hand
relevant	bearing upon or connected with the matter in hand; to the purpose; applicable and pertinent; having a direct bearing on
repetitive	containing or characterised by repetition, especially when unnecessary or tiresome
reporting	providing information that succinctly describes candidate performance at different junctures throughout a course of study
resolve	in the Arts, consolidate and communicate intent through a synthesis of ideas and application of media to express meaning
routine	often encountered, previously experienced; commonplace; customary and regular; well-practised; performed as part of a regular procedure, rather than for a special reason

Term	Explanation
rudimentary	relating to rudiments or first principles; elementary; undeveloped; involving or limited to basic principles; relating to an immature, undeveloped or basic form
S	
safe	secure; not risky
secure	sure; certain; able to be counted on; self-confident; poised; dependable; confident; assured; not liable to fail
select	choose in preference to another or others; pick out
sensitive	capable of perceiving with a sense or senses; aware of the attitudes, feelings or circumstances of others; having acute mental or emotional sensibility; relating to or connected with the senses or sensation
sequence	place in a continuous or connected series; arrange in a particular order
show	provide the relevant reasoning to support a response
significant	important; of consequence; expressing a meaning; indicative; includes all that is important; sufficiently great or important to be worthy of attention; noteworthy; having a particular meaning; indicative of something
simple	easy to understand, deal with and use; not complex or complicated; plain; not elaborate or artificial; may concern a single or basic aspect; involving few elements, components or steps
simplistic	characterised by extreme simplification, especially if misleading; oversimplified
sketch	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; in mathematics, represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features
skilful	having technical facility or practical ability; possessing, showing, involving or requiring skill; expert, dexterous; demonstrating the knowledge, ability or training to perform a certain activity or task well; trained, practised or experienced
skilled	having or showing the knowledge, ability or training to perform a certain activity or task well; having skill; trained or experienced; showing, involving or requiring skill
solve	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
sophisticated	of intellectual complexity; reflecting a high degree of skill, intelligence, etc.; employing advanced or refined methods or concepts; highly developed or complicated

Term	Explanation
specific	clearly defined or identified; precise and clear in making statements or issuing instructions; having a special application or reference; explicit, or definite; peculiar or proper to something, as qualities, characteristics, effects, etc.
spontaneous	unprepared; responding to an unseen stimulus and/or new situation, e.g. a prepared speech may be followed by a spontaneous discussion with the audience
sporadic	happening now and again or at intervals; irregular or occasional; appearing in scattered or isolated instances
straightforward	without difficulty; uncomplicated; direct; easy to do or understand
strategies to maintain communication	ways candidates synthesise and manipulate language to express meaning, including skills used to maintain conversation, e.g. asking for clarification or meaning, circumlocution, initiating and sustaining an exchange, using pause fillers (e.g. er, um and sympathetic noises such as ooh, aah), and nonverbal language, e.g. facial expressions, eye contact, gestures, touch, tone of voice, dress, posture and spatial distance
structure	*verb* give a pattern, organisation or arrangement to; construct or arrange according to a plan; *noun* in languages, arrangement of words into larger units, e.g. phrases, clauses, sentences, paragraphs and whole texts, in line with cultural, intercultural and textual conventions
structured	organised or arranged so as to produce a desired result
subject	a branch or area of knowledge or learning defined by a syllabus; subjects are usually based in a discipline or field of study (see also 'course')
subject matter	the subject-specific body of information, mental procedures and psychomotor procedures that are necessary for candidates' learning and engagement within that subject
substantial	of ample or considerable amount, quantity, size, etc.; of real worth or value; firmly or solidly established; of real significance; reliable; important, worthwhile
substantiated	established by proof or competent evidence
subtle	fine or delicate in meaning or intent; making use of indirect methods; not straightforward or obvious
successful	achieving or having achieved success; accomplishing a desired aim or result
succinct	expressed in few words; concise; terse; characterised by conciseness or brevity; brief and clear
sufficient	enough or adequate for the purpose
suitable	appropriate; fitting; conforming or agreeing in nature, condition, or action

Term	Explanation
summarise	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence
summative assessment	assessment whose major purpose is to indicate candidate achievement; summative assessments contribute towards a candidate's subject result
superficial	concerned with or comprehending only what is on the surface or obvious; shallow; not profound, thorough, deep or complete; existing or occurring at or on the surface; cursory; lacking depth of character or understanding; apparent and sometimes trivial
supported	corroborated; given greater credibility by providing evidence
sustained	carried on continuously, without interruption, or without any diminishing of intensity or extent
syllabus	a document that prescribes the curriculum for a course of study
syllabus objectives	outline what is required to teach and what candidates have the opportunity to learn; described in terms of actions that operate on the subject matter; the overarching objectives for a course of study (see also 'unit objectives', 'assessment objectives')
symbolise	represent or identify by a symbol or symbols
synthesise	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding
systematic	done or acting according to a fixed plan or system; methodical; organised and logical; having, showing, or involving a system, method, or plan; characterised by system or method; methodical; arranged in, or comprising an ordered system
T	
test	take measures to check the quality, performance or reliability of something
text	a communication of meaning produced in any medium that incorporates language, including sound, print, film, digital and multimedia representations; texts include written, spoken/signed, nonverbal or visual communication of meaning; they may be extended unified works or series of related pieces
text types	texts classified by the purpose/s they are designed to achieve, which influence the characteristic features the texts employ, such as language, structure and mode of communication; classifications are sometimes ambiguous or overlapping; may include: analytical, comedic, descriptive, informative, narrative, persuasive, procedural, satirical, transactional
textual conventions	surface features of language composition, e.g. usage, sentence formation, paragraphing, observation of text type in language production

Term	Explanation
thorough	carried out through, or applied to the whole of something; carried out completely and carefully; including all that is required; complete with attention to every detail; not superficial or partial; performed or written with care and completeness; taking pains to do something carefully and completely
thoughtful	occupied with, or given to thought; contemplative; meditative; reflective; characterised by or manifesting thought
tone	in languages, the language chosen by a speaker or writer to indicate or convey emotion, feeling or attitude to subject matter and/or audience, e.g. informal tone in a letter to a friend.
topic	a division of, or sub-section within a unit; all topics/sub-topics within a unit are interrelated
U	
unclear	not clear or distinct; not easy to understand; obscure
understand	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication
uneven	unequal; not properly corresponding or agreeing; irregular; varying; not uniform; not equally balanced
unfamiliar	not previously encountered; situations or materials that have not been the focus of prior learning experiences or activities
unit	a defined amount of subject matter delivered in a specific context or with a particular focus; it includes unit objectives particular to the unit, subject matter and assessment direction
unit objectives	drawn from the syllabus objectives and contextualised for the subject matter and requirements of a particular unit; they are assessed at least once in the unit (see also 'syllabus objectives', 'assessment objectives')
unrelated	having no relationship; unconnected
unseen	in assessment, materials that candidates have not previously been exposed to directly in class
use	operate or put into effect; apply knowledge or rules to put theory into practice
V	
vague	not definite in statement or meaning; not explicit or precise; not definitely fixed, determined or known; of uncertain, indefinite or unclear character or meaning; not clear in thought or understanding; couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars; thinking or communicating in an unfocused or imprecise way
valid	sound, just or well-founded; authoritative; having a sound basis in logic or fact (of an argument or point); reasonable or cogent; able to be supported; legitimate and defensible; applicable

Term	Explanation
values	characteristics, qualities, philosophical and emotional stances; e.g. moral principles or standards, often shared with others in a cultural group
variable	*adjective* apt or liable to vary or change; changeable; inconsistent; (readily) susceptible or capable of variation; fluctuating, uncertain; *noun* in mathematics, a symbol, or the quantity it signifies, that may represent any one of a given set of number and other objects
variety	a number or range of things of different kinds, or the same general class, that are distinct in character or quality; (of sources) a number of different modes or references
visual	in languages, text/s that are viewed and read, predominantly containing images or graphics that are supported by a small amount of written text (60 words).
W	
wide	of great range or scope; embracing a great number or variety of subjects, cases, etc.; of full extent
with expression	in words, art, music or movement, conveying or indicating feeling, spirit, character, etc.; a way of expressing or representing something; vivid, effective or persuasive communication

7 References

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