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# GCSE POLISH

8688/LH Higher Tier Paper 1 Listening  
Report on the Examination

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8688  
November 2020

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## General Introduction to the November Series

This has been an unusual exam series in many ways. Entry patterns have been very different from those normally seen in the summer, and students had a very different experience in preparation for these exams. It is therefore more difficult to make meaningful comparisons between the range of student responses seen in this series and those seen in a normal summer series. The smaller entry also means that there is less evidence available for examiners to comment on.

In this report, senior examiners will summarise the performance of students in this series in a way that is as helpful as possible to teachers preparing future cohorts while taking into account the unusual circumstances and limited evidence available.

## Overview of Entry

The 2020 Autumn series entry for Paper 1 Listening was 361 students – 15 times less than the 2019 series with 5,391 students. Generally, the performance in 2020 was weaker than in 2019, for instance, 28.4% of students achieved 46 marks or more in 2019; while only 22.9% students achieved the same results in 2020 (making the difference of -5.5%).

It seems that students had less practice in answering Listening questions, especially when more than 2 answers were required to the longer spoken passages; some questions were left unanswered or answered in the wrong language.

All the questions mentioned below discriminated well between lower- and higher-attaining students. Across the Paper, students made similar types of mistakes as in the previous years, e.g. they did not read the questions carefully, had difficulties with recognizing the key information or drawing a conclusion.

## Comments on Individual Questions

### Section A

#### Question 01.1

Overall 68.7% of students scored 2 marks for this grade 5 question. The 'advantage part' was less well answered. No mark was awarded for answers: *what people enjoy eating, interested in other food cultures, new dishes from other countries*.

#### Question 06

Usually, the selecting type of question is answered very well but for this grade 5 question only 66.2% of students scored the maximum 3 marks. Students often chose the distractors.

#### Question 09

The key word required in the answer was 'increase' or 'more'. 69.3% of students used these key words. Answers like: *that people get addicted, addiction to social media, increase in use of internet*, were not awarded a mark.

#### Question 10-12

The filling-in gap type of question is usually challenging but this year the outcome was poor – especially for Q11 (grade 8) – 57.9% of correct answers and for Q12 (grade 8) – 60.9%. A reason for the low score in Q11 was that students did not know how to translate 'rynek pracy' (labour/jobs/work market). Some attempts were accepted, e.g. *when getting a job, to help get jobs*,

for job opportunities. There was an array of wrong answers, a few examples of them were: *career world, market, work place, for their job, job selection, for job interview, at work, in working field*. In Q12 the word 'naukowców' caused some problems. A mark was not awarded for: *teachers, workers, experts*.

### Questions 13-16

Out of the questions 13, 14, 15 and 16, aimed at grades 8 and 9, Q15 had the weakest result: 66.2% of correct answers. Many students didn't recognize that the view: 'pochwalić się wieloletnia tradycją zbierania makulatury' is positive.

### Question 18

This grade 9 question asked about positive (2 marks) and negative (2 marks) aspects of marriage mentioned by a psychologist. Only 15.2% of students gave four acceptable answers. The main weakness was that students often translated parts of the spoken passage instead of extracting the needed information and evaluating it accordingly. Some unexpected responses were given a credit, e.g. for the positive aspect: *feel happy together, when they are together they are in love, when people are in love they are the most important people in the world for each other*. For the negative aspect credit was given for: *they ask question why they get married, questioning their marriage*. Quite often for both positive and negative aspects students repeated the same argument expressing it slightly differently – only 1 mark was awarded in such cases.

A few examples of answers which were not accepted: positive aspect – *the husband only sees his wife, everything settles in a good way, everything seems perfect* negative aspect: *have second thoughts, lack of kindness, the need to get psychologist, whether they should be together*.

### Question 21

This grade 7 question asked to name one religious and one non-religious occasion and justify why it is important to the speaker. The percentage of students who scored 2 marks for Q21.1 was 53.7% and for Q21.2 – 39% (this was lower than expected). For Q21.1 many students answered *Christmas/Christmas Eve* instead of *Easter* and lost 1 mark. They had difficulties expressing why the religious occasion was important for the speaker, e.g. the rejected answers were *because her parents thought it was important* (a repetition of the question), *because when she was young she didn't care about it* (wrong justification), *because it is important* (didn't answer the question).

For Q21.2 the special day was generally named correctly but the justification proved to be difficult. It seems that students didn't listen carefully to what was said and relied on the knowledge they had. The correct answer was: *because Poles wrote the first European Constitution*. Answers like: *because it is a celebration of when the Polish constitution was written, because Poland is the first to have constitution* had to be rejected.

### Section B

This section contained multiple choice and selecting type questions which were answered very well plus one verbal question.

### Question 25

More students than in the previous year answered it in English instead of Polish and lost marks. For the grade 6 Q25.1 over 72% of students scored the maximum 2 marks and for the grade 7 Q25.2 over 62% scored 2 marks. Students had difficulties with the spelling of the illness 'cukrzyca' but the misspelling often was accepted if recognisable. The bigger problem was with the formulation of the correct answer 'znalezienie/dobranie/zastosowanie odpowiednich leków'.

### **Concluding Remarks**

The answers produced by students in Autumn 2020 Examination are broadly comparable with the Summer 2019 Examination. Most of the multiple, table-selecting and table-matching questions were answered very well in Sections A and B.

More attention should be put into careful reading of the instructions and questions and more practice in answering the verbal questions, especially filling gaps in the sentences.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.