
GSCE

POLISH

8688/RH Unit 3 Reading
Report on the Examination

8688
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General Introduction to the November Series

This has been another 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

In this Reading comprehension paper the overall range of marks was 27-59 with the mean mark approximately 49 out of 60 (83%). The great majority of the students (93%) scored 39 or above. The relatively high mean estimate shows that although the range of scores was relatively wide, the distribution of scores was skewed, with more students scoring top marks or near the top marks, and relatively few students scoring bottom marks, such as 27.

Many students attempted all questions and gained marks in most of them. Very few students appear to have been inappropriately entered at this tier.

Most of the students had neat and legible handwriting, but there were still several answers which were illegible. There was some extremely small handwriting which did not facilitate marking.

Students should be reminded of the importance of clear presentation to ensure that their knowledge and understanding is recognised by an examiner.

A number of answers was given in Polish in Section A, but the incidence of this was lower than in previous years.

It was pleasing to see that Section C of the Paper (translation into English) produced many excellent and precise translations, with almost full range of marks being scored on this question.

As a general principle, students were given credit for all answers which conveyed the key idea intelligibly and without ambiguity, whether the answer was in English or in Polish. Marks were not awarded where errors in spelling, punctuation or grammar led to a failure to communicate the key ideas without ambiguity. Students should be discouraged from giving alternative or additional information in an answer as this may make the key idea ambiguous and therefore not able to be credited.

Comments on Individual Questions

Section A – answers in English

Question 1

This was the first of the overlapping questions in this section of the Paper. Students performed well on items 01.1, 01.5 and 01.6, where approximately 86%-89% of the students scored full marks (1 out of 1).

Item 01.2 and 01.4 were even better answered as approximately 97% and 99 % of students scored a mark.

The high percentage of correct answers shows that students coped very well with this type of question where they were asked to distinguish between true and false statements. Approximately 75% of students answered scored full marks (1 out of 1) on item 01.3. Item 01.7 was correctly answered by 79% of students.

Question 2

Most items in this question were answered exceptionally well, except for item 02.2, where only 80% of students scored full marks. Many students wrote *'the event starts in January'* or *'ski jumping'*- which was not a correct answer.

Items 02.1, 02.2 and 02.4 were correctly answered by approximately 95% of students.

Question 3

The vast majority of students scored four marks (out of five) on this question, however, many didn't understand the concept of 'studio flat'.

Question 4

This question produced a mixed set of answers and discriminated relatively well between lower- and higher-attaining students. Most sub-questions were answered well – approximately 76%; 87% of students gave appropriate responses to items 04.3 and 04.4 respectively.

Items 04.1 and 04.5 (70% and 62%) proved to be difficult for students. Many of the students seemed not to be familiar with vocabulary connected with the 'Global problems' topic.

Question 5

Items 05.1 and 05.2 were answered very well – with 89% and 88% of students giving a correct response, respectively. However, on item 05.3 only 75% of students provided a correct response. Those who did not score here often didn't mention with *others or together* as a key idea of the answer.

Question 6

This question discriminated exceptionally well. The small number of approximately 28% of students achieved mark 4 (out of 4). In addition, 21% of students gained a mark of 3 or less, and less than 7% of students scored a zero.

Students found it challenging to respond to the text with more complex language.

Question 7

This question was answered very well by many students: 95% provided a correct response for 07.1 (scored 2 out of 2 marks) and 68% of students gained a score of 2 out of 2 for 07.2. 28% of students missed a mark by providing two disadvantages instead of one advantage and one disadvantage.

Section B – answers in Polish

Question 8

This was the second of the overlapping questions in the Paper; students could score a maximum of four marks on this question. The question was answered well by most students and discriminated relatively well between lower- and higher-attaining students.

Most of the students (86%) gave a correct response to item 08.1; 89% answered correctly in 08.3; 75% scored a mark on 08.4; only 51% gave the right answer in 08.2. Within item 08.2, most incorrect answers referred to people as *'chorych'* instead of *'ubogich'*.

Question 9

This was the third of the overlapping questions in the text. Both items were answered correctly with 84%-86% of students scoring full marks (2 out of 2). Those who did not score here often answer the question correctly but in English while Polish language was required.

Question 10

This question discriminated well and only 26% scored full marks for this question (4). Many students erroneously interpreted the text rather than used the information from the text.

Question 11

Most of the students (85%) gave a correct response to item 11.1; 82% answered correctly in 11.2; approximately 70% scored a mark on 11.3, 11.4 and 11.5; and 53% of students gained a mark for item 11.6. Within item 11.6, most incorrect answers included '*tłumnie odwiedzone*' instead of '*dopiero odkrywane*'.

Section C – Translation

The final question on the Paper required students to translate a short passage into English. It was pleasing to note that the question produced a full range of marks, and discriminated exceptionally well. Approximately 13% of students achieved 9 marks (out of 9). In addition, 54 % of students gained a score of eight or less. Only approximately 1% of students did not attempt the question, and less than 1% (0.52%) scored one mark.

Details:

Most of the students received marks for translating the first and second key ideas.

Many students failed to gain the mark for the third key idea. They didn't know the correct translation of the word '*kontuzja kolana*'. Some of them also struggled with the word '*Wielkanoc*' and translated it as *Christmas*.

The most challenging for students were last two key ideas. A lot of the students failed to translate '*praktyki*' correctly. The most common error was '*practice*' or '*work*' instead of '*work experience*' or '*apprenticeship*' which had an impact on the marking of key idea eight.

Some students found key idea nine the most difficult to translate accurately. Polish phrase '*trzymaj za mnie kciuki*' requires a good knowledge of Polish language, caused many children to translate this key idea incorrectly.

Students should be reminded of the need for precision in this task. The translated text should make sense, and students must ensure that they keep the text closely aligned with the original passage. It is also useful for students to re-read what they have written to make sure it makes sense.

Concluding Remarks

It was pleasing to see that despite difficult circumstances the students were prepared very well to take this exam.

In future it would be beneficial for students to learn vocabulary which is given in the general vocabulary section of the specification. Knowledge of these important vocabulary items could be crucial to understanding texts (particularly at Higher tier) and providing correct answers. Teachers should encourage students working towards the highest grade to give accurate and precise answers and to include all the needed details.

Mark Ranges and Award of Grades

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