
A-LEVEL POLISH

7687/1

Report on the Examination

7687

June 2022

Version: 1.0

Further copies of this Report are available from aqa.org.uk

Copyright © 2022 AQA and its licensors. All rights reserved.
AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

General Overview

This was the first year of A-level assessment after a two-year gap without exams, during which students' grades were based on teachers' assessments. It is worth reminding ourselves that this specification was due to be assessed for the first time in 2020. As that did not happen, this year's students were the first cohort to sit this specification during a 'normal' exam summer session. In recognition of this session's transitional nature, this year's students had access to advance information which included details on the themes covered in the exam questions.

The number of entries was lower than in previous years, especially in comparison to the pre-pandemic session. It is possible that the disruption in teaching and lack of familiarity with the current specification played a role in the decrease. The quality of work produced was generally of a good standard. Some questions discriminated very effectively, including several inference questions which seemed to be the most challenging, eg Q3 and Q5. Also, in Section B, many essays based on the individual research project lacked the knowledge and depth required for achieving marks in the highest bands.

Section A

Question 1

This question was well answered, especially 01.3 and 01.4 with the vast majority of students scoring here. The least successful section was 01.1 where many students failed to explain the idea behind the portal, instead simply stating that *podstawą powstania portalu były badania Stanleya Milgrama*. One possible reason could be the lack of understanding of the word *założenie*.

Question 2

Generally, students performed well in this question, with nearly 80% of students scoring at least five marks out of the seven available for AO2, and almost 90% of students scoring three or more marks for AO3. Those who failed to gain marks did so because of copying from the text or they made errors which adversely affected communication. It is worth reminding students that they should aim to write summaries in their own words, avoid lifting from the text and aim for the recommended length of 90 words.

Question 3

This true/false/not in the text task was generally well done by the majority of students. Questions 03.1, 03.3, 03.8 and particularly 03.6 proved to be very straightforward, with most students scoring marks. The rest of the sections, especially 03.7 and 03.4, were answered less successfully, but as a result discriminated well between lower- and higher-attaining students.

Question 4

This was well answered by many students. Section 04.4 seemed to be least straightforward, with only half of the cohort scoring full marks. Students are reminded to pay attention to the number of marks a particular question is worth, as the failure to gain marks in 04.4 is at odds with a very good performance and excellent understanding in other sections in this question.

Question 5

This was the translation task. There was a wide range of marks scored. Very few students scored full marks, but nearly 60% of students did manage to gain at least six marks. While generally the translation was well done, some parts of it proved to be challenging. The main issues were as follows:

- erroneous renditions of numerals – *sześćdziesięciu* as *six hundred*
- incorrectly translated names of professions – *plastycy* as *plasticians* or *plasterers*, *naukowcy* were often translated as *teachers*, and *ekonomiści* as *economics*
- *jesień* was translated as *spring*
- students mixed *emigrants* with *immigrants* and those who did so were penalised accordingly
- *odsetek studentów* was often rendered as *students' loan*, as opposed to *the percentage of students*
- only the most able students translated *antyinteligentki* accurately – most translated it erroneously as *anti-intelligent*
- *postaci wybitne* was often translated as *amazing people*, which in this context is not accurate
- idioms *rzuca sie w oczy* and *trudno przecenić straty* proved to be too challenging for many (the former was often translated literally as *eye-catching* or *catches your eyes*, and the latter as *it is difficult to judge*) although it would be fair to point out the high level of students' determination and creativity in trying to tackle the challenges. The acceptable renditions included *it is striking* and *it is difficult to overestimate the losses* respectively
- marks lowered due to a word or an entire phrase omission.

Overall, the translation discriminated well between lower- and higher-attaining students.

It is worth asking teachers to widen (when possible) the range of used materials, as it would most certainly help students to build up a more extensive and varied vocabulary. Similarly, it is recommended that students read a variety of books, newspapers, magazines, and online resources in Polish, to help them tackle the translation successfully.

Section B

Students were required to write one essay on their chosen research topic. They were meant to use information from the source text provided and link this information to the knowledge gained during their research. Students who demonstrated in-depth knowledge and understanding of the research topic they had chosen and were able to present relevant information supporting their arguments scored the highest number of marks for AO4. Those who chose topics related to PRL (Q6) and the resistance movement (Q9) performed better than students who opted for either Q7 (Racism) or Q8 (Tourism).

Question 6

This was the second most popular choice. Some students produced essays that were detailed and fully relevant to the question set. Around 20% of students showed an excellent knowledge and understanding of the Solidarity movement and scored sixteen or above marks for AO4. Those who scored less well were not able to provide enough relevant arguments or support them with relevant and appropriate evidence (eg background of the Solidarity movement, its leaders, Martial Law and its impact). They often used the information from the source, but failed to provide any additional information. As a result around 75% of students scored six marks or above for AO2. However,

there were some students who failed to use the source text and so failed to gain marks for AO2. Students wrote using generally good language, showing a good grasp of grammar and a good range of vocabulary relevant to the context and the task. 83% scored seven or more for AO3, which is a very pleasing result.

Question 7

This topic was chosen by around 20% of students. Similarly to Q8, it is perceived to be easy, but the essays showed that not many students were thoroughly prepared for it. A vast majority of answers lacked relevant knowledge, and students were not able to provide examples (from the historical, political or cultural context). Instead, many essays contained widespread stereotypes (eg *Poles are racists as last year someone threw an egg at the footballer from Cameroon* was an often used illustration) and general opinions without any hard evidence. Many students seemed to ignore the question set altogether and they simply argued the case of existence of racism in Poland. Additionally, as in other questions in this section, some essays contained detailed information from source texts from past papers, again ignoring this year's question. Those students were not able to score highly for either AO2 or AO4. Marks for AO3 were not affected, however, and students generally showed a good level of the Polish language.

Question 8

This was the most popular choice in this section. The topic may have looked very easy on the surface, but failed to produce very good results. The most common misconception seems to be the belief that frequent visits to Poland and the awareness (without any significant details) of just a few of the most popular tourist attractions constitutes good research of this topic. This was evident as many students based their essays on their travels to Poland and were describing places they visited without showing any relevance to the question. These showed only a limited critical and analytical level of response and were marked accordingly. Some answers oscillated around infrastructure and simply contained information from source texts from past papers, which, being irrelevant this year, did not gain a significant number of marks. A large number of students wrote just about one city (Kraków and Zakopane were most frequent) as opposed to the region (Małopolska i Podhale, respectively) and very often did not even make the connection between the source text, the question and their essay. In their descriptions, students most often focused on entertainment (eg Energylandia was mentioned by many students), and not on geographical positions, natural features, tourist attractions. Some students chose to describe the hotel they were staying in; others mentioned many places all over Poland (eg mentioning random details about Gdańsk, Toruń, Warszawa and Kraków in one essay) without any relevance to any regional name as per the question set. In both cases students were not able to score more than eight for AO4. On the other hand, students performed well on AO2 and AO3.

It is worth remembering that a thorough research of the topic is needed in order to produce a relevant, critical and analytical response to the question set. Also, during the exam it is important to read the source text and the whole wording of the question set to make sure that it is clearly understood.

Question 9

The topic related to the resistance movement during WWII was least popular (chosen by less than 15% of students this year), but those students who chose it performed relatively well. 50% scored seven or more marks for AO2, 15% of students were awarded full marks for AO3 (wide range of vocabulary and structures combined with high accuracy), and almost 25% of the students scored

sixteen or more marks for AO4 which was the highest for all research topic questions. Many students argued for or against the Warsaw Uprising passionately, citing the complexity of the situation, the outcome, statistics and long term consequences for the capital and the whole of Poland. The arguments were often illustrated with factual knowledge and presented with a clear and sophisticated choice of language.

Mark Ranges and Award of Grades

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