
GCSE

POLISH

8688/LF Foundation Tier Paper 1 Listening
Report on the Examination

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General introduction to the Summer Series

The Foundation Tier had a small entry, which means that there is little evidence available to examiners to comment on.

Like last year, students had a very difficult and unusual experience preparing for these exams with a lot of lost teaching time over the preparation period.

In this report, senior examiner 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

There were only 316 students who were entered for the Foundation Tier in this Summer series of the examination. Just over 70% gained at least 29 marks out of 40, which was a very good result. The maximum mark scored was 39/40 and the minimum mark achieved was 11/40. There were 8 questions where the average score was above 95%. Five of these were targeted at the lower grades. Questions requiring written responses proved more difficult to answer. The quality of written language was often poor.

A small number of students did not answer the questions in the appropriate language. Also, some students left questions unanswered. Teachers should encourage students to attempt all questions. Finally, in many cases, answers were difficult to decipher. Students must make sure that they make their final answer clear to the examiners by writing legibly and using the spaces provided. If students change their minds about an answer, the final choice must be clearly signalled to the marker and be placed as near as possible to the appropriate space.

Teachers should remind students to maximise the 5 minutes' reading time by:

- reading all the questions carefully, particularly those in Section B;
- looking at any examples given, as these point out the level of detail required;
- highlighting and underlining key words which have been stressed/highlighted in the rubrics/questions;
- identifying the questions which have two parts to answer from the same utterance;
- signposting Section B as it requires answers in Polish.

Most questions requiring verbal answers discriminated well between 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 recognising the key information, drawing a conclusion or being unable to summarise. There were some clear indications that students were able to deal well with a range of non-verbal question types, some of which were done particularly well, especially in Section A. Some gaps in vocabulary were obvious, while others, like *przedstawienie*, were unexpected.

Comments on Individual Questions

Section A – answers in English

Questions 1, 2, 9.2, 10, 11, 13, 14, 18.1, 18.2, 19.1

These questions were well answered with average scores above 90%.

Question 3.1

The average score on this question was 37%. The question was targeted at the lower grades and required a written answer. This low outcome was surprising, since 2 out of 3 targeted words were cognates and *warstwa ozonowa* is listed in the vocabulary list. Some of the answers included: 'problem with a layer', 'problem with environment' or 'linked with seasons'.

Question 3.2

This question which was also on the environmental topic scored better, but there were a range of unexpected answers such as 'waste in the air' or 'unclear oxygen'.

Question 4.2

This multiple choice proved challenging to students and 36% answered incorrectly. The adjective we were testing was *pomysłowy*. The noun *pomysł*, which the adjective is derived from, is very common and present in the vocabulary list. It was expected that students of Polish would be familiar with it, so the high percentage of incorrect answers was perhaps due to commonly used distractors: strict and fair.

Question 6

This challenging, and 32% of candidates failed to gain a mark. The tested word was *przedstawienie*, which is present in the vocabulary list and commonly used in the school setting. Candidates interpreted this as presentation, speech, introduction or school club.

Question 9.1

50% of answers were correct. Perhaps the main difficulty arose from the distractor. The text mentioned the usual and current number of hours an actress exercises a week. A lot of answers mentioned both numbers, some picked the incorrect one. This may have been caused by the lack of attention to words 'at present' or a misunderstanding of the spoken text.

Question 12

This question required a knowledge of vocabulary relating to parts of the body. The word we were testing for was *wątroba*. Only around 56% of candidates knew the word. Some wrote about digestive system problems, which was accepted to the benefit of the students. Most knew they were being asked about body parts and answers included kidneys, stomach, lungs and even pancreas. The previous question, Question 11' tested the word *serce* and was answered correctly by 90% of students. Both these questions showed gaps in less common vocabulary.

Section B – answers in Polish

Question 21

A low percentage of students scoring all 4 marks on this question, despite it being targeted at the lower grades, but 70% scored at least 2 points. This was an extended text, so there was a lot of detail for students to remember.

Question 23.1

This question was answered correctly by 55% of candidates. It asked about the reaction of a tennis player following a win. Most incorrect answers stated that she was confident. The correct answer was surprised. It seems that some students hadn't listened attentively and simply picked the option which felt correct to them.

Concluding remarks

The answers produced by students in the Summer 2022 examination are broadly comparable with the Autumn 2021 examination. Most of the multiple choice, selecting and matching questions were answered very well in Sections A and B.

In Section A, where students are required to answer questions in English:

- Students should make sure that they read the question carefully so that they know exactly what is required.
- They should aim to give precise answers as vague answers will not be credited. For example: Question 20 asked about marriage, but we had a lot of answers referring to having children.
- Students should focus on the question and answers should give details regarding the precise question, not everything that they hear. So, in Question 20, some students wrote only about children, whilst others about both marriage and children. Very few answers referred only to marriage.

In Section B, where students are required to answer questions in Polish:

- Reading the instructions carefully is very important.

Mark Ranges and Award of Grades

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