



GCSE

POLISH

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

8688
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General introduction to the Summer Series

The Higher Tier had a large entry, which means that there is extensive 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 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 number of entries for GCSE Polish grew compared to the 2019 examination and over 5,660 students sat the Higher Tier of the exam. The results of the Listening test were very good with 98% of students gaining at least 25 marks out of 50. Over 50% of students gained 40 marks. 3 candidates scored the full 50 marks. A small number of students did not answer the questions in the appropriate language. Questions requiring verbal responses often proved more difficult to answer. The quality of written Polish was often poor and, where answers in English were required in Section A, students sometimes didn't pay attention to grammar, eg in question 11 'The caller can be' was completed with 'tell him everything that hurts him'.

A higher number of students left questions unanswered this year. 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 examiners by writing legibly and using the spaces provided, otherwise it can be difficult for examiners to find and credit the correct response. If students change their mind about an answer, the final choice must be clearly signalled to the marker and be placed as near as possible to the appropriate space. Some students had an insufficient level of English to answer Section A successfully.

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 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.

Comments on Individual Questions

Section A – answers in English

Questions 3.1, 3.2, 5, 6, 11, 14, 15, 20.3, 21.1, 22.2, 23.1, 22.4

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

Question 4

Students provided such a wide variety of answers here, and there was a very fine line between correct and incorrect one. In a lot of responses *uczucie* was incorrectly translated as 'emotion'.

Question 9

Most students answered this question very well. It was surprising to see some Higher Tier students not knowing word *rzeczka*. It was translated as lake, pond, boat, and even a swan.

Question 10

Nearly 80% of responses were correct. What was remarkable was how varied and inventive those answers were. Students truly used their imagination to describe location of Hania's bed in her room. Correct answers included 'high up near the ceiling'; 'high above the floor'; 'high up in the room'; 'above her desk and wardrobe'; 'high up as if on the bunk bed'.

Question 12

This question targeted the higher grades and students found it difficult to express the phrase *nie do zniesienia*. A lot of answers incorrectly stated annoying, jealous or angry. However, 51% of answers were correct. There was a rather wide range of answers, eg insufferable, detestable, unbelievable, hateful and unhandable.

Question 13

Only 31% of answers were correct. This question targeted the higher grades and many students did not read it correctly and, as a result, wrote about the caller not the caller's friend.

Question 17

The aspect of charity work the question was asking about was negative. However, many answers included positive opinions. This issue was caused by the distractor, which wasn't relevant to charity work, but rather to people who donate to charity.

Question 22.2

Unusually for an auto-marked question, only 35% of answers to this were correct. Perhaps the main difficulty arose from this type of question being less familiar to students and the fact students needed to draw conclusions and evaluate information.

Section B – answers in Polish**Question 22 – 23**

The overlap questions 23 and 24 went well and didn't cause any major issues.

Question 24.1

There were fewer correct answers here and, similarly to Foundation Tier, students picked the distractor rather than the correct answer B.

Question 25.1 – 25.2

Question 25.1 wasn't too challenging, but 25.2 targeted Grade 9 and had less than 50% correct answers. The correct answer was given in the last sentence. In order to answer the question, students had to draw a conclusion and understand that *wspartoby organizacje charytatywne* means *pomogliby potrzebującym*.

Question 26.1 – 26.4

These questions required completing sentences in Polish. A significant number of students didn't attempt to answer them at all. Many focused on irrelevant details that they had heard rather than attempting to complete the sentence meaningfully. There were some random answers as a result. Also the word *granica* – 'the border' – wasn't understood by some. Overall, the conclusion is that extended text questions in Polish requiring verbal answers appear difficult for a large number of students to answer.

Concluding remarks

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 ensure that they give precise answers as vague answers will not be credited.

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

- Reading the instructions carefully is very important.
- Clear and legible handwriting is essential. There were many illegible answers this year which could not be credited.
- Answer must relate directly to the question set. For example in question 26.1 students were asked how tourism helps inhabitants. Many students wrote about new developments or openings of hotels. The direct answer to this question was that there will be more job opportunities for local people. Some students seem to be writing about anything they hear rather than answering the actual question.

Mark Ranges and Award of Grades

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