
A-LEVEL POLISH

7687/3 Paper 3: Listening, Reading and Writing
Report on the Examination

7687/3
June 2023

Version: 1.0

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

Copyright © 2023 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 comments

The level of demand of this year's paper was comparable to previous years. The paper proved to be accessible to most students. There were rarely cases where a student did not attempt a question. Generally this year students seemed to be better prepared in terms of understanding the exam requirements. In the translation task only a small number of students did not stick literally to the text. In the multi-skill task (question 6) they tried to use both sources and rarely referred to their "own knowledge". The exception was question 4, in which many students exceeded the word limit in their summaries.

Section A

Question 1

These multiple choice questions were well answered with more than 90% scoring a mark for 01.1 and 01.2. The least successful question was 01.4, but still more than 60% students scored a mark.

Question 2

This 'true/false/not in the text' task was successfully approached by most students but it is always challenging for some. The most common mistake is when a student uses common knowledge instead of what appears (or, most often in this case, does not appear) in the source material. In this year's paper one statement (02.7) proved to be particularly difficult. The statement: *Smartfony były po raz pierwszy zastosowane w misji statku kosmicznego Apollo* ("Smartphones were first used in the Apollo mission") refers to the following fragment in the recording: *Teraz w kieszeni nosimy minicomputer – smartfon, który ma wielokrotnie większą moc obliczeniową niż komputer pokładowy misji Apollo.* (Now in our pocket we carry a minicomputer – a smartphone that has many times more computing power than the Apollo onboard computer.) The correct answer *Not given* was chosen by fewer than 20% of the students. The second most popular answer chosen by students was *False*. The choice of this option can be explained either by a lack of understanding of that complex sentence or by inattentive listening to the recording.

Question 3

Generally, students coped very well on this question, with more than 90% of students scoring full marks for 03.2, and about 80% of students scored full marks for other questions.

Question 4

This question was the summary task. Many good students, with very good Polish, did not score the maximum marks for AO1. Students missed the content points mainly because they went over the word count and missed the last couple of marks altogether. That can partly explain why only about 20% of students scored the maximum 7 marks for the content (AO1), and about 20% of students scored 5 marks. This situation repeats itself from year to year. Perhaps the instruction given in the rubrics, that the summary should not exceed 90 words, is not strong enough. The students may not be aware of the consequences.

The full 5 marks for the quality of language (AO3) were also hard to achieve. There were a number of summaries where students used lifted language or showed little manipulation of the grammar. There were some students who scored 0 because of that. The points were given when

the students succeeded in manipulating the original language to some extent, eg changing the case.

Section B

Question 5

The translation task always discriminates well and it is very difficult to score highly.

In terms of difficulty the translation text seemed to be comparable to last year. Nearly half of the students scored 4 or 5 marks; less than 2% scored the full 10 marks.

The main issues were as follows:

- In terms of grammatical structure there were two sentences challenging for students: “Some of them admitted their parents’ prejudices towards the homeless, or dislike of the disabled” and the expression “I aimed to make them aware ...”, but there were examples of very good translations.
- In terms of vocabulary there were a few words that turned out to be challenging such as: refugees (*uchodźcy*), survey (*ankieta*), dislike (often translated as *niełubienie*, *nienawiść*, rarely *niechęć*) and human dignity. Many students failed to translate “although” as *mimo*, *że*. Frequent translations were: *nawet że*; *choć że*; *nawet kiedy*; *lecz nawet jeśli*.
- Omitting words in a section of the text. Students must be aware that leaving a word out of a section of text results in the loss of a point. It seems that in many cases omissions were the result of a lack of due attention. *The vast majority* was often translated as *większość*, not as *zdecydowana większość*; *because the young generation has a much more* was translated as *młode pokolenie ma bardziej*.
- Poor spelling has greatly contributed to lowering marks.

Section C

Question 6

Unlike last year, students used both sources equally although they performed slightly better when using the written source. Less than 60% of students scored marks from 4 to 7 for AO1, and more than 60% for AO2. The quality of the language (AO3) greatly contributed to the higher overall mark. More than half of the students scored marks from 7 to 9. Both sources were understood well although a small number of students added their own knowledge or interpretations, not always consistent with the source. For example, a passage concerning the use of EU funds for renovation of historical buildings and then using them for art studios, etc. In some essays it has been presented that the EU funds were used to build new studios, art schools, etc., to support young artists and therefore to promote and develop Polish culture.

Mark Ranges and Award of Grades

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