
GCSE POLISH

8688/LH Listening Higher Tier
Report on the Examination

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General Comments

The Listening Higher Tier Paper aimed to check students' comprehension of spoken Polish in everyday life situations. The level of demand ranged from grades 4-9. Students were required to show their understanding using various response techniques such as writing a correct letter in a box for multiple choice questions or deciding on the speakers' opinions, filling in boxes, or providing written answers in English (section A) and Polish (section B). Therefore, it was not understanding alone, but also the exam techniques and the knowledge of both languages (Polish and English) that constituted students' performance. However, many students managed the Paper very well showing a good understanding of the spoken language. Although the quality of written language both English and Polish ranged from excellent to very poor the overall standard was very high. There were very few answers in incorrect language and not so many unattempted questions. It was pleasing to see that the number of students who entered the examination was higher in comparison to last year.

Questions 01, 03, 05-08, 14-17, 20.3, 21.1, 21.3, 22.4-25.1.

Students deserve praise for dealing with these questions so well. They were all well answered with average scores of 90% or above.

Questions 1-2

These questions targeted lower grades at the higher tier, therefore, most students, as expected, tackled the task very well providing good examples of the advantages and disadvantages of owning a pet. Occasionally students' answers were too general e.g. 'pets are popular, good for the owner, expensive', or based their responses on common knowledge rather than information derived from the recording.

Question 4

To provide answers to question 4 students were asked to differentiate between information relating to the future, present and past while listening to a podcast about Christmas. Although the information in most cases was well-understood some students wrote about future predictions using the past tense incorrectly and could not be awarded a mark. Nevertheless, the overall score for the task was over 80%.

Questions 8-10

These questions required students to listen to a radio program about healthy lifestyles and provide written responses to three questions. While questions 8 and 9 did not cause any major issues for students, question 10 appeared to be quite problematic. In this question, students incorrectly assumed that 'the level of cholesterol lowered' because the speaker used the word 'reduced' in relation to unhealthy food. A variety of synonyms were provided for the word 'reduce' in reference to cholesterol. This question required in-depth understanding which proved difficult for over 50% of students.

Questions 11-13

Questions 11 and 12 were well done whereas question 13 had the lowest scoring across the paper. Only, about 10% of students provided correct answers. The difficulty was caused by the expression 'szereg szkolen zawodowych' which was incorrectly translated as eg., school, GCSE, masters, university, school course, work experience, apprenticeship, military education, teaching,

teaching education, secondary school, school training, degree, exams, club, teacher training, A-level, office training.

Questions 18

These questions required written responses in English. Although most students seemed to understand the dialogue well, in many cases marks were lost because they failed to provide two requested details. In consequence, only around 50% of students were awarded full marks for question 18.2 however, for question 18.1 over 70% of students scored full marks.

Question 19

This question revealed that students were not familiar with the expression 'prawa majatkowe' and as an advantage of partnership, often provided a definition. As for the disadvantage, students often invalidated their answers by writing conflicting information. Many candidates, even though understood correctly that partnership is not recognised in all countries as an example gave the UK which contradicted what the speaker said. As a result, only about 50% of students gained 2 marks out of 2.

Question 20

Surprisingly, the auto-marked questions 20.1 and 20.2 caused a lot of issues for students. Just under a third of students chose the correct answer B for the 1st speaker, and approximately 35% chose the answer A for the second speaker which should have been assigned to speakers inversely. This question demanded good listening skills and in-depth understanding as well as good exam technique. Contrary to the previous two questions, question 20.3 had the highest number of correct answers across the paper with almost all students gaining full marks.

Questions 26.1-26.4

To answer these questions students needed to listen to two reporters' opinions regarding young people's engagement in voluntary work. Drawing conclusions based on the score (slightly above 60% correct answers) and the highest percentage of questions not attempted (ranging from 7% to 12%) it can be stated that students found this task demanding. Both in terms of understanding opinions and providing written responses in the targeted language.

Advice to students

To be successful at any examination you need to be familiar with the exam techniques. Before the examination, it is useful to familiarise yourself with the type of tasks and questions you can expect in the paper. Some tasks will require you to listen for the general idea others will need you to focus on details. Therefore, read instructions and questions carefully to ensure you know precisely what is expected in each task to score full marks.

Think about the best methods / ways of how to approach each task. e.g., listen for keywords, highlight keywords in questions, pay attention to words in bold e.g., if you are asked to 'write two details' ensure you provide them both.

It is usually beneficial to try and predict what the topic of a recording will be to set your mind in the right direction. For this reason, make the most of the 5 minutes of preparation time before the recording is played.

In extended listening, if two or more speakers express their opinions ensure you match the speaker's utterance with correct questions.

Write legibly not to lose marks only because the examiner cannot decipher your handwriting. If you change answers, show it clearly which answer is correct. You cannot be awarded a mark for both correct and incorrect answers. It is good practice to use one straight line to cross an incorrect answer and provide a correct one.

Mark Ranges and Award of Grades

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