



GCSE **Polish**

8688/LH Paper 1 Listening Higher Tier

Report on the Examination

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General Comments

The Listening Higher Tier paper aimed to check students' comprehension of diverse types of spoken Polish in a range of specified contexts. The level of demand varied. Students were expected to show a general or specific understanding of spoken language using simple verbal and non-verbal responses, such as writing a correct letter in a box, for multiple choice questions, filling in boxes with information, and completing sentences. They also needed to provide written answers in both Polish and English sections. Therefore, it was not only down to listening skills, but also being familiar with exam techniques that constituted students' performance.

The overall standard was very good in both English and Polish sections. There were very few answers in incorrect language and not so many non-attempted questions. Although many students demonstrated a good understanding of the spoken language, the quality of written responses ranged from excellent to poor.

Questions 1, 3, 4, 5, 6, 8, 10, 14-17, 20.3, 21.2, 21.3, 22.1.

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, as expected, students provided good examples of the advantages and disadvantages of their living arrangements. Occasionally, some students confused advantages with disadvantages, and many could not correctly spell the word 'queue'.

Question 4

In this question, students were required to identify between activities referring to the future, present or past tense. Although students demonstrated good comprehension many could not spell the word 'kayaking' correctly. Others, even though specifically asked for the name of an activity in the future wrote 'swimming pool' instead of 'swimming'.

Questions 8-10

Students listened to a presentation about celebrations in Poland and verbally responded to three questions. While questions 8 and 10 did not cause any major issues, question 9 was more challenging. In this question, students did not know the targeted Polish word 'apel' and frequently used the English word 'appeal' instead of 'assembly'. Also, the expression '*uroczysty apel*' was incorrectly associated with the Polish word *czysty* meaning clean and often translated as eg clean/clear apple. Other incorrect answers included *holy apel*, *holy apple*, *or event*, *celebration*, *feast*, *meal*, *eucharist*, *congregation*, *a day of pride*, *conference*, *a minute of silence*, and *a day off*. This question proved difficult for over 70% of students.

Questions 11-13

Questions 11 and 12 were accessible for the majority of students. For question 13 the recording about the impact of Artificial Intelligence on jobs required in-depth comprehension. Some students rather than focusing on the impact of AI on journalists' jobs, focused on the role of journalists which led to incorrect responses.

Questions 18

The recording for this question related to post-secondary education in Poland. Students did not have problems providing two advantages of attending such schools.

The second part of the recording focused on the most demanding and least popular professions in the labour market which were often mixed up in students' responses. A variety of synonyms were provided for the most popular professions in Poland. The expected answers were: accountant or administration technician and environmental technician and synonyms for a technician such as an engineer or officer were also accepted. Students' incorrect answers included *nature guard, ecologist, environment protector/worker, hairdresser, librarian, etc.*

Question 22

The two questions 22.1 and 22.2 regarding shopping habits were accessible to students. Some marks were lost due to not following the instructions carefully as one of the questions asked about shopping habits and the other one about attitude toward money, with the responses provided often mixed up.

Section B**Question 24**

In section B students responded in the targeted language, this overlapping question appeared relatively difficult. Only around 65% of students correctly chose option B – *Romantyczny*. Around a quarter of students chose incorrect option A- *Historyczny* due to the distractor '*historie milosne*' mentioned in the recording.

Questions 26

This question saw the highest percentage of non-attempted questions as students found these tasks, written in the target language, demanding.

Advice to students

To be successful at the Listening Higher Tier examination it is crucial to become familiar with the exam techniques, to learn the essential vocabulary listed in the specification, and to provide yourself with enough necessary practice.

Knowing what kind of tasks or questions you can expect in the paper will enable you to tackle tasks better without losing marks due to a lack of technique. Some tasks will require you to listen to identify the

overall message or key ideas, others to focus on details or deduce meaning from shorter or longer passages, so while in the examination read instructions and questions carefully to ensure you know precisely what is expected in each task to be awarded full marks.

Think about the best methods or ways to approach each task. Eg, listen closely to identify keywords, highlight them in questions, pay attention to words in bold eg, if you are asked to ‘*write **two** details*’ ensure you provide them both.

Make the most of the 5 minutes of the 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 so as not to lose marks because your handwriting cannot be deciphered. If you change answers, show clearly which answer is correct. You cannot be awarded a mark for both correct and incorrect answers. Using one straight line to cross an answer and provide a correct one is a good practice.

Mark Ranges and Award of Grades

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