



GCSE **Polish**

8688/RF Paper 1 Reading Foundation Tier

Report on the Examination

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General Comments

In this reading comprehension paper, the overall range of marks was 10-59 with the mean mark approximately 44 out of 60 (75%). Many students attempted all questions and gained marks in most of them.

There were several answers which were illegible and students should be reminded of the importance of clear presentation to ensure that their knowledge and understanding is recognised by an examiner.

Section C of the examination, where students are required to translate a short passage into English, proved demanding. Nevertheless, most students did well on this task overall, where specific vocabulary is being targeted and a precise rendering of Polish into English is required.

As a general principle, students were given credit for all answers which conveyed the key idea intelligibly and without ambiguity. Marks were not awarded where errors in spelling, punctuation or grammar led to a failure to communicate key ideas without ambiguity. Students should be discouraged from giving alternative or additional information in an answer as this may make the key idea ambiguous and consequently, we will not be able to credit their answer.

Section A

Question 1

All three sub-questions proved to be relatively straightforward to students: over 85% gave a correct answer to 1.1, with over 95% correctly responding to 1.2 and 1.3.

Question 2

Students did very well on the four items in this question. The most common incorrect answer given by students in item 2.4 was '*setting a table*' or '*cooking dinner*' which wasn't a correct answer to this question. The correct answer was '*washing up*'. There were a number of answers that included only a noun '*plates*', which was not sufficient to gain a mark.

Question 3

This question was relatively well answered with over 90% of students gaining all marks available.

Question 4

This question was answered well by most of the students with around 80% gaining marks for items 4.1, 4.2 and 4.3.

Item 4.4 was slightly more challenging where some confusion arose as to whether '*accessible cycle lanes*' refers to future or present. Lots of students chose 'future' instead of 'now'.

Question 5

Most students answered both items of this question correctly. Those who answered incorrectly usually described an advantage of playing hockey for Janina as '*she loves it*' or '*it's fun*' instead of '*team game*', or provided only one answer which prevented them from scoring full marks.

Just under 75% of students received full marks (2/2) on item 5.2. Some students described an advantage of playing hockey for Leszek as '*he trains a lot*' or '*he likes it*' which was not specific enough and as a result prevented them scoring both marks.

Question 6

This was the first of the overlap questions in this section of the paper. This question using an adapted extract from the novel *Dzieci ulicy* by Janusz Korczak was challenging. Many students failed to understand the details of the text and couldn't find the right answer. As a consequence, students provided incorrect answers.

Around a quarter of students answered item 6.2 correctly. A vast majority of students gave incorrect answers '*true*' instead of '*false*' assuming that it was a spring day while reading the text. There was '*wrzesień- September*' mentioned in the text.

Question 7

Usually, this type of question, where students are asked to decide if the opinion is either positive or negative, is difficult, however this year students coped well with this item type.

Question 8

Items 8.2 and 8.4 were good at discriminators between students of differing knowledge.

The answers '*there are not a lot of people there*' or '*because it's far*' did not gain a mark on item 8.1.

The answers '*it gets dark quickly*' or '*crime*' did not gain a mark on item 8.2.

The answers '*she can trust them*' or '*they are nice*' were too vague to gain a mark on item 8.3.

Item 8.4 was the most challenging question for students. Many failed to understand the question and provided answers such as '*too many places for young children*' or '*too much for children*'.

Section B

Question 9

Overall, just under 40% of students scored all 3 marks available for this question.

Question 10

Students showed better understanding for this question compared with the previous one. Here, over 45% of students managed to score the full 3 marks

Question 11

In this question students were to complete the text using the words from the list. This task tested students' knowledge of the Polish language very well and showed their understanding of the reading text. This question produced a mixed set of performances discriminating between students of a different knowledge of Polish language.

Question 12

This was the second of the overlap questions in the examination; students could score a maximum of four marks on this question. For many students this question was challenging. Many students erroneously interpreted the text rather than used the information from the text in order to answer the questions.

Question 13

This was the third of the overlap questions aimed at the highest grades available on this foundation paper. Many students did not provide four details in order to gain all available marks.

Additionally, around 10% of students failed to attempt items 13.1 and 13.2. Many of those who did attempt an answer did not provide enough detail to score a mark. In item 13.1 the answer '*pogoda zaskoczyła*' did not gain a mark because it was too vague. The answer needed to include words describing the weather, which was crucial in order to receive a mark. Similarly, the answer '*zima*' didn't lead to scoring a mark in 13.2. This question asked specifically about the weather, not the season of the year. The answer needed to include words describing the weather eg '*zimno*'. They were a lot of students describing the activity '*można było jeździć na sankach*' rather than the weather which was crucial in order to receive a mark.

It is also important to remind students that this question needs to be answered in Polish. There were still lots of answers in English, which did not score a mark.

Section C

Question 14

Here students were required to translate a short Polish passage into English. For this question, precise renderings of the text were required. It was pleasing to note that the question produced a full range of marks and discriminated between students of different levels of Polish knowledge exceptionally well. Just under a third of students received 9 marks while around 70% of students gained 7 marks or less (5% of students did not attempt this question, 10% last year). Overall, the question was very well answered.

Many students failed to gain the marks due to either lack of translation of key words or incorrect translation of all of the words included in the text. The most difficult words to translate were '*niedziela*' – '*Sunday*', '*wolny czas*' – '*spare time*', '*lekcje*' – '*lessons, homework*'. Some students misunderstood the text completely and used either the wrong tense or the wrong pronoun when translating,

In the translation task students should be reminded of the need to be precise. The translated text should make sense, and students must ensure that they keep the text closely aligned to the original passage. It is also useful for students to re-read what they have written to make sure it makes sense.

Mark Ranges and Award of Grades

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