



A-Level **Polish**

7687/3

Report on the examination

Version: 1.0
June 2025

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

AQA retains the copyright on all its publications. However, registered centres 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 centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Question 01

Question 01 proved to be very straightforward for most students, as expected. The sub-question 1.3 (*Młodzi ludzie nie angażują się, ponieważ **B** - mają inne priorytety*) scored the highest percentage of correct answers. The vast majority of students answered correctly all the sub-questions. Surprisingly, the sub-question 1.5 turned out to be most challenging. (*Młode pokolenie pokazuje swoje zaangażowanie ... **A** - organizując spontaniczne protesty*). Nearly half of all students chose the wrong answer.

Question 02

The answers to this question were very diverse, as expected. The most challenging question was 2.6 - more than half of this year's cohort did not answer it correctly. On the other hand, question 2.4 proved to be very straightforward and nearly all answers were correct.

Question 03

Most students performed very well scoring the maximum marks for each individual sub-question. The most successful was sub-question 3.1 with a vast majority of students scoring maximum marks, the least successful was sub-question 3.4 with nearly three quarters of correct answers.

Question 04

The students performed very well producing good summaries and using accurate and complex language successfully. Nearly half of students scored maximum marks for AO3, showing a consistently secure grasp of grammar and ability to manipulate the complex language as required by the task. It is worth noting that only a tiny number of students scored 2 marks out of 5.

As in previous years there were some students with very good Polish who lost marks for AO1 due to exceeding the word limit. It is worth pointing out that including quotes and lifting full sentences from the recording, is not a good practice when writing a summary. An example of a frequently inserted sentence straight from the recording was „*wolała słyszeć pytanie, dlaczego przestała grać od pytania po co ona jeszcze gra.*” Some students lost marks by not referring to bullet points at all.

A small number of students scored max 7 points for AO1, with more than half of the cohort scoring between 5 and 6 marks.

Question 05

The level of difficulty of this year's translation text was similar to last year. The topic was close to students' experiences. A common mistake was to render the word *wideo* as *komputerowe*. It can be assumed that this resulted not from the lack of knowledge of the word, but from habit and life experience. Students used the auxiliary Polish text well, which was evident in the translation of the sentence "An employer will probably not appreciate..." (*pracodawca prawdopodobnie nie doceni...*). Surprisingly many students had difficulty translating the verb "to list" in the verb form in Polish translation (*if you list – jeśli wymienisz*). Translating the names of numbers was not straightforward, even though they appeared in the past exam papers (150 billion should be translated as 150 miliardów). The number of students scoring maximum 10 points was not high, but comparable to last year. Nearly one third of students scored 8 or more marks.

Question 06

Both source texts were understood well. Students generally made good use of the written source, but lost some AO2 marks for copying large parts of the text without any manipulation. The mark scheme for AO1 and AO2 requires arguments to be summarised, and the student must show that he/she is able to draw conclusions. Several students tried, most likely prompted by the polemical style of the recording, to put themselves in the role of defenders of the young generation (Millennials) against the opinions of the older generation (Boomers). This was not the content of the question set, so these students lost some marks. A small number of students used the sources simply as a starting point to express their own opinions, again, given little reference to the sources they were marked accordingly. It is worth reminding that the number of marks awarded depends on how much relevant information from the source is used in the essay.

Looking at the statistics it is worth noticing that on average students performed better in listening comprehension (AO1) than in reading comprehension (AO2). It proves that students used the recording better than the written text.

Mark Ranges and Award of Grades

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