



GCSE

Polish

8688/LF Listening (Foundation)

Report on the examination

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General introduction to the summer series

It was encouraging to see that this year as well, the number of students taking the Listening Foundation Tier exam increased, and that students' responses in this year's paper were consistent with previous sessions. The standard achieved in both the English and Polish sections of the exam was commendably high. Only a small number of students provided answers in the incorrect language or left them unanswered. Most students demonstrated a strong understanding of various types of spoken Polish within a range of prescribed contexts. Students exhibited good listening skills in both general and detailed comprehension, aiming for achievement at grades 1-5.

Section A

The students' most significant success was in questions 1 to 7 and 14 to 15, which had the highest scores, exceeding 90%.

One of the questions that proved more challenging for students was question 9.1, which had a slightly lower score than other questions across the paper; however, over 60% of students answered the question correctly. For those students who found the question challenging, the difficulty was caused by the phrase *'będzie budował lasery,'* which means *'He will build lasers.'* It was incorrectly interpreted as *'he will work in a construction company, be a construction worker, or work at a building site'.* Based on the word *'lasery,'* students derived the word *'sery,'* which explains the incorrect responses given by some students: *'he will produce cheese.'*

Questions 16 and 17 overlapped with questions 1 and 2; accordingly, in the higher paper, they were aimed at a higher demand. In those questions, students were asked to list the advantages and disadvantages of speakers' place of origin. Some students who did not read the instructions carefully focused on other positive things mentioned in the recording, which were used as distractors. For instance, the phrase *'the person was lucky to live there,'* was frequently listed as an advantage. In part one of question 17, students often assumed that the distractor *'she knows the city well'* was an advantage, contrary to what was stated in the recording. As for the disadvantages in question 17, the word *'wykształcenie'* was problematic. It was misunderstood as *'kształt,'* leading many students to incorrectly suggest *'that there are no jobs for people with his shape/size or disability'.* Other common incorrect answers included, *"He won't come back to his family/home without giving a reason.'* Similarly, in the second part of question 17, instead of mentioning bad air quality as the cause of asthma attacks, students listed *'asthma attacks'* as a disadvantage of the place, which could not be awarded a mark.

For this overlapping question 19.1, designed to have a high level of challenge, over 50% of students were awarded a mark. The incorrectly selected options by students did not show any pattern.

Question 20 proved to be challenging, as reflected in the results, which showed that fewer than 30% of students were unable to provide correct answers for both parts. The main reason for the incorrect responses regarding the future of St. Nicholas Day was the use of *'will'* instead of the expected *'may/might'*, which did not leave room for uncertainty. Additionally, in this question, Christmas was often confused with Easter. The first part concerning St. Nick's Day in the past was well understood and scored well. Some students lost marks due to spelling errors,

for example, instead of writing 'a day off work,' some students wrote 'a day of work,' which changed the meaning and could not be awarded a mark.

Section B

For questions 22.1, 22.2, 23.1, and 23.2, students scored below 50%, which is usually the case because the language of instruction is the target language. Questions 22.1 and 22.2 both referred to the same recording, a multiple-choice item asking students to identify the main idea by selecting the correct topic sentence from several options. For question 22.2, the correct answer C – "przyjazne powitania" (friendly greetings) – was chosen by fewer than 50% of students, but many mistakenly selected answer D – "wspomnienia z wakacji" (holiday memories).

For question 22.1, nearly 50% of students provided the correct option B – "niezapominamy"; the incorrect options chosen appeared random, with no pattern. The highest percentage of unanswered questions was for questions A9.1, A12, and B23.2. Building on this analysis, it becomes clear that while students performed well in some areas, there were challenges in their interpretation of instructions or in misreading key words or phrases.

Concluding remarks

Overall, most students managed the paper well, and we hope this high level of performance is maintained in the future. However, there is always room for improvement. First, students should pay close attention to the instructions and ensure they understand precisely what to focus on while listening to the recording; this is especially important for questions asking for the enumeration of advantages and disadvantages.

Students also frequently made mistakes elsewhere in the paper that are worth noting. For example, there was confusion between holiday names such as Christmas and Easter, as well as between days of the week like Tuesday and Thursday. Numerical errors were also common; for instance, "nine million" was incorrectly written as "9000000 mln." Attention to these details would benefit students in future assessments.

Mark Ranges and Award of Grades

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