



GCSE
Polish

8688/RH Paper 1 Reading Higher Tier

Report on the Examination

8688
June 2024

Version: 1.0

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

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

General Comments

Most students coped very well with the demands of this paper. Many students attempted all questions and gained marks in most of them. However, the mean performance was lower compared to that of the 2023 cohort.

Students should be reminded of the importance of clear presentation to ensure that their knowledge and understanding is recognised by an examiner.

It was pleasing to see that Section C of the paper (translation into English) produced many excellent and precise translations, with the full range of marks being scored on this question.

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

This was the first of the overlap questions in this section of the paper. Students found the adapted extract from the novel *Dzieci ulicy* by Janusz Korczak quite challenging. Many failed to understand the details of the text and could not find the right answer, making assumptions while reading the text. In consequence, students provided incorrect answers.

Item 1.2 was most challenging with less than 50% of students answering it correctly. The majority of students gave the incorrect answer 'true' instead of 'false' assuming that it was a spring day while reading the text. There was 'wrzesień- September' mentioned in the text.

Question 2

There was a varied response to the five items, but overall students performed well on this question.

Question 3

All the items within this question strongly discriminated between students of different standard and knowledge of Polish.

Most of the students did well, and just under 50% of the students received 2 marks. Some students provided the answers that were not included in the text such as 'presents', 'family together' or '21st of December.'

For item 3.3 the most common incorrect answer seen was 'unexpected guest' which refers to present not past tradition.

Question 4

This question produced a mixed set of performance for each item with items 4.2 proving to be the most challenging and 4.4 the most accessible.

Question 5

This question was answered well, and showed good discrimination between students of different standard of Polish. In this question students were to complete the text using the words from the list. It tested students' knowledge of the Polish language and their understanding of the reading text.

Question 6

This question was very well answered by many students.

In item 6.1, some students provided an answer which described the attitude towards the homeless '*they don't respect them*' which was not the answer to this question. Other incorrect answers described people without housing as '*poor*' or '*unskilled*' which were also not in the text.

For items 6.2 and 6.3 some students provided an answers which was too vague to gain a mark such as; '*they were rude*' or '*treated him as an addict*' (6.2) and '*centre in Poznan*' or '*help*' or '*meeting other people*' (6.3).

Question 7

This question was answered correctly by the majority of the students.

The most common mistake was describing disadvantages of online banking for clients from Julia Tomaszewska's perspective such as: '*lack of contact with clients*' or '*no relationship with colleagues*' or '*easy life*' which led to incorrect answers.

In item 7.2 over 80% of students received 2 marks. The answers that included just '*error*', '*problems*' or '*issues*' on their own were too vague to gain a mark.

Section B**Question 8**

This was the second of the overlap questions in the test; students could score a maximum of four marks for this question. All items were answered correctly by the majority of students.

Question 9

This was the third of the overlap questions in the examination. Both items in this question strongly discriminated between students of varying standards of Polish.

In item 9.1 the answer '*pogoda zaskoczyła*' did not gain a mark because it was too vague. The answer needed to include words describing the weather, in the past and now, which was crucial to receive a mark.

Similarly, the answer '*zima*' didn't lead to scoring a mark in 9.2. This question asked specifically about the weather, not the season of the year. The answer needed to include words describing the weather eg '*zimno*'. In addition, many students describing the activity '*można było jeździć na sankach*' rather than the weather were unable to receive a mark.

It is important to remind students that this question needs to be answered in the Polish language. There were still several answers in English which did not score a mark.

Question 10

This question discriminated well between students of different knowledge of Polish with just under 45% of students gaining all 4 marks available.

Question 11

There was an error in this question which we apologise for and based on our investigations and the evidence of students' responses, we feel satisfied that it didn't affect any learners' ability to generate a meaningful responses to the sub-parts in this question.

The rubric for this question stated that a letter from Natalia followed, but the letter was signed by Ada. The name Natalia was not mentioned anywhere else in the paper, apart from in the rubric.

Item 11.1 was answered correctly by almost half of the students and was the most challenging. Most incorrect answers included option B '*osiem tygodni*' which was also included in the text. This question did not include any names.

Within item 11.4, most incorrect answers included answer C '*za wysokie*'.

Within item 11.5, most incorrect answers included answer C '*towarzyskim doświadczeniem*'.

Section C

The final question on the paper required students to translate a short passage into English. It was pleasing to note that the question produced a full range of marks and discriminated well. Approximately 25% of students achieved 9 marks (out of 9) and just over 80% received 7 marks or less.

The most common mistake was imprecise translation of '*wychawca*'. Some of them translated this word; '*teacher*', '*caretaker*', or '*headteacher*'.

The majority of students failed to gain the marks for the rest of key ideas due to either lack of translation of key words included in the text or incorrect translation of these words such as '*przedwczoraj*' – the day before yesterday, '*pożytecznego*' – 'useful', '*bezpieczeństwa w sieci*' – 'online safety'.

Some students misunderstood the text completely and used either the wrong tense or the wrong pronoun while 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.