



**General Certificate of Secondary Education  
June 2011**

**Polish**

**46851**

**(Specification 4685)**

**Unit 1: Listening**

***Report on the Examination***

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## **General Comments**

This is the first year of examinations for the new GCSE Polish specification and students responded well to English rubrics and questions. They also rose well to the challenge of giving answers in English, although it should be stressed that spelling and grammatical accuracy were poor. In addition, handwriting was often untidy and illegible which resulted in lost marks. Students should be aware that if they change an answer in the multiple choice style tasks, the change has to be indicated clearly. They should cross out the letter in the box and write their final choice beside the answer box.

### **Questions 1(a) – (e)**

These were intended to be accessible opening questions and were answered very well with the exception of 1(b). Choosing the correct part of the day was a challenge for some students.

### **Question 2**

This question was answered very well.

### **Question 3**

A number of students were not familiar with the different kinds of shops, especially a stationery shop and a grocery shop.

### **Question 4**

Students found this a very accessible question and it was answered very well.

### **Question 5**

This was answered very well, but not all students were able to give two correct answers.

### **Question 6 and Question 7**

Students found these questions very accessible and scored well.

### **Question 8**

This question was more challenging for students. They listened to a longer conversation and were asked to give the price of a lesson and name the days when a lesson for a specific group was held. A number of students wrote the price giving English currency (pounds) instead of the Polish (zloty). These answers were rejected. Naming the days was a challenge for a number of students.

### **Question 9**

The statistical results show that this was the most accessible question in the test.

### **Question 10**

This type of question usually differentiates well between the more and less able students and this proved to be the case this year as well. Listening, while filling gaps in sentences, demands a high level of concentration. Teachers are encouraged to practise this type of task during preparation for the exam.

### **Question 11 and Question 12**

These two questions were aimed at the higher grades and were answered very well.

### **Question 13**

The majority of students found this matching task straightforward although questions 13(a) and 13(d) were answered less well.

### **Question 14(a)**

14(a)(i) was answered very well but 14(a)(ii), aimed at the A\* grade, was more challenging. Students were not easily able to identify the lie: 'buying clothes and cosmetics in the cheap shops/ markets' or 'not buying in the cheap shops/ markets'. Very general answers like 'shopping' or 'clothes and cosmetics' were rejected.

### **Question 14(b)(i) and (ii)**

These questions were aimed at the highest grade.

**14(b)(i)** It was clear that many students did not understand the first sentence they listened to which meant that they interpreted the rest of the text incorrectly and then gave wrong answers. Zuzanna did not lie about going to the party, which was the most frequent answer. She lied about sleeping at her friend's house.

**14b(ii)** The wrong answer to (i) led to a conclusion that was too simple and ambiguous and the one most frequently given: 'parents will not let her go'. Students did not, however, say where she was not allowed to go – to her friend's or to the party? Taking into account that the text was not straightforward and demanded some thought from students, the outcome was satisfactory. Nearly 49% answered (i) correctly and over 27% scored marks on (ii).

Questions 14(a) and 14(b) were the questions most often left unanswered.

### **Question 15**

Not for the first time, a number of students failed to translate the directions of east and west correctly.

### **Question 16(a)**

This question was answered quite well.

Students who translated the expression '*młodzież szkolna*' often substituted it with 'young kids' or 'children'. These answers were not awarded a mark, but the answers 'school kids' and 'students' were accepted. In 16(a)(ii) it was necessary to use verbs, but vague answers like: 'fed/ feeding animal/s; put bin' were rejected. For questions targeting the higher grades, answers need to be more specific.

### **Question 16(b)**

Again, this was quite a well answered question. Some students misunderstood the question or tried to translate the slogan by putting the answer in inverted commas. Answers such as 'drive on a bike; bicycle in school; with bike to school; circle to school' showed a poor knowledge of English and were rejected.

### **Mark Ranges and Award of Grades**

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

Convert raw or scaled marks into marks on the Uniform Mark Scale (UMS) by using the link below

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)