



**General Certificate of Secondary Education  
June 2012**

**Polish**

**46851**

**(Specification 4685)**

**Unit 1: Listening**

***Report on the Examination***

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## General Comments

The number of students who were entered for the examination this year has risen and the vast majority were native speakers. It was expected that their command of English would improve compared to the previous year, but unfortunately this was not observed. Generally, grammar and spelling were poor and handwriting was often illegible. Although the instructions on the front page of the paper tell students to use only black ball-point pen, in many cases students wrote in blue or other colours. Such answers were hardly visible on screen making marking very difficult. A number of students were unprepared for the exams and thus were not able to cope with the specifics of the Listening Test. They did not effectively use the pauses between the questions for writing the answer and reading the next question. Some random verbal answers indicated that students either did not understand the question or did not manage to read it. Once again, it has to be stressed that when changing the answer, the one given in the box should be crossed out and the final choice written beside the answer box.

This year's results, although slightly worse than last year, were good overall. None of the questions caused major problems for the students. A comparable number of questions to last year were left blank or were answered in Polish.

**Questions: 1, 2, 3(a), 7, 9(b) & (d)** which targeted the grades E, F and G were answered very well. Words such as 'cousin', 'hospital' and 'yesterday' were often misspelled but marks were awarded, unless students wrote in Polish or the answer was ambiguous.

**Question 4(ii)** – selecting the correct answers was more difficult because of the distractors.

**Question 5(a)** – choosing the correct answer was more difficult than for 5(b) & 5(c).

**Question 6(i)** – surprisingly, nearly half of the answers were wrong. The answer 'Saturday afternoon' was accepted, but 'Saturday evening or night' was not awarded a mark. A number of students wrote about what Zosia is doing instead of when she is doing it.

**Question 6(ii)** – students often wrote about the baby, not Zosia's employers. A mark was not awarded.

**Question 6(iii)** – only answering that 'Krzysztof can use the swimming pool and gym' was not enough to score a mark.

**Question 8** – this was targeted at grade C and only slightly more than one third of students scored 3 marks. The question asked students to write three activities that the tourists were going to do during the day. The most common mistakes were: 'they go to the museum, go for a walk/to the park, play basketball, see/visit the tower'. Students are strongly advised to practise such questions more often.

**Question 11** – this was targeted at grade F and students were asked to finish simple sentences. Question 11(a) was the most demanding for students to finish; they resorted to repetition of what they heard. Again, this type of question needs more practice.

**Question 13** – this was targeted at grade A & A\* and was well answered apart from 13(b).

**Question 14** – this was targeted at grade B and was well answered. Some students wrote that the head teacher travels 'by bus/ taxi' instead 'by car'. Such answers were rejected.

**Question 15 (a)** – students found this question difficult. They gave various names for the report: 'paying bills, payments, money report, students/teachers achievements' – such

answers were not accepted. Often students wrote that the report was for the last year, which was a mistake, and a mark was not awarded.

**Question 16** – this multiple choice question targeted grades B & A. It tested students' understanding of notions such as custom, belief, and craft in Polish traditions. The results show that differentiating belief from custom was difficult for some students, as was recognising that the lady was talking about craft.

**Question 17(a)** – this was a grade A question and differentiated well between more and less able students. Students were asked to draw a conclusion and name the problem that the speaker had. The most common mistake was saying that 'the boy has not got many friends'.

**Question 17(b)** – there were slightly more wrong answers than in 17(a). Again, many students gave the wrong answer: 'the girl feels like a little child' or 'she is not a little girl any more'.

Some of the answers given for Question 17 indicate that students either did not understand the question or what they heard.

### **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)