



AS LEVEL

POLISH

Unit 1 Reading and Writing
Report on the Examination

2685
June 2016

Version: 1.0

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

Copyright © 2016 AQA and its licensors. All rights reserved.

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

Entries for PLSH1 have risen slightly with 1512 students taking it this year. In general students did well in all sections. The A grade mark for PLSH1 was set at 73.

The ability of students was wide ranging. This was especially evident in the comprehension and the essay writing. There were a number of well- prepared students with excellent Polish, who knew what was expected of them and who produced good quality papers.

There were many students, more than last year, who arrived in England some years ago and missed schooling in Poland and have subsequently neglected their Polish since being in England. Their papers were full of basic spelling mistakes and some grammatical and lexical errors. There were many untidy, badly written scripts, which made scrutiny difficult.

Section 1

Most students performed well. The lack of exam practice, however, was most evident in this section (the comprehension questions) where more students than last year needlessly lost marks simply by not supplying as many pieces of information as the indicated number of marks required. They were also required to **answer in full sentences** so as not to lose marks for language and to be careful with spelling. The comprehension this year required very careful reading and attention in answering some of the questions - careless or hasty answers caused mistakes and lost marks.

Question 1(a)(i) Kim byli rodzice Rudolfa?

The question asks about profession, not names or characteristics, so responses such as: *ojciec był wytrwały, a matka pracowita* or *byli aktorami* could not be accepted. One of the parents was an actor, but which one?

Question 1a (ii),(iii), (iv),(v) and (vi) did not cause many problems. Some students failed to supply three pieces of information to score three points.

Question 1(a)(vi) Wymień dwa zamilowania/pasje młodego Rudolfa?

The answer for 2 points gave a choice of many answers such as: *sport, muzyka, jazda konna, gimnastyka*. The answer 'mathematics' did not score a point because the text only states that Rudolf was very capable in this subject.

Questions 1(a)(vii),(viii),(ix),(x),(xi) (xii) and (xiv) did not cause any problems with most students rendering correct answers. However in **(x) Na jakie studia wyjechał młody Modrzejewski?** some students rather carelessly suggested: *wyjechał na studia do Francji*.

Question 1(xii) Jaką innowację w budowie mostów wprowadził Ralph Modjeski?

Only some missed *beton* and wrote *mosty wiszące* or 'wrote books about bridge construction'.

Question 1(a)(xv) Jak rozumiesz zdanie "dzieła jego umysłu stały się narzędziem rozwoju ludzkości". This question required some consideration - the answer was in the first lines of the text. Some students spotted it and answered it correctly. Some however repeated the information in the question and stated: *"Jego dzieła sprawiły, że pomogły ludzkości w rozwoju do przyszłości."* or *„dzięki jego myśleniu mamy rzeczy o których nikt jeszcze nie myślałami nie wynalazł."* The more able students answered correctly *„Dzieła Modejskiego, czyli mosty łączyły miasta, ludzi, miejsca*

do których ludzie mieli trudny dostęp. Dzieła te przyczyniły się do postępu ludzkości, zostały pokonane kolejne ludzkie ograniczenia.”

Question 1(b)

Most answers were rendered correctly. Only 1(b)(v) caused problems for weaker or less careful students. **Jest znany w całej Ameryce** – asked for a ‘false’ answer as in the text, there was a sentence which only some students spotted: *Reżyserka była zaskoczona niskim poziomem wiedzy o naszym wielkim konstruktorze.*

Section 2

Translation

In terms of examination technique, students are reminded that it is a good idea to read the passage for translation through from the beginning to end before starting the translation. When translating, it is of paramount importance to understand the whole text, as it is the meaning which has to be conveyed and it sometimes cannot be achieved if one translates a few words at a time, or word by word, ignoring what lies ahead. Students should think about what they are translating and this way they would avoid many mistakes.

This year’s passage for translation into English was not a difficult one in terms of vocabulary. Nevertheless students encountered numerous problems, mostly with basic grammar, spelling and conveying the meaning of the text into standard English. The performances were disappointing, after what appeared to be an improvement last year.

Below are some examples of errors found in this year’s translation:

- *Było to na dwa lata przed wojną* – ‘I was there for two years’
- *Włoskie słowa, Włochy* – ‘Wales’, ‘Welsh words’
- *Morze w którym nie pozwolił mi się kąpać* – ‘beach in which he wouldn’t let me swim’, ‘wash in’, ‘I wasn’t allowed to have washes’.
- *Lipiec and sierpień* – ‘September, October, November’
- *Prawie co roku jeździł* – ‘he was driving for a year like that’, ‘I was there almost every year’.
- *Dookoła panował zgiełk* – ‘silence’, ‘emptiness’, ‘all around ruled a dictator’, ‘staff was in control’
- *Ciepkie i chłodne* – ‘it was freezing and calm’, ‘sweet and volatile’
- *Altana* – caused problems with the more imaginative rendering of ‘Atlantic’ and ‘Atlanta’
- *Po rozpalonych ruinach* – ‘walk through old buildings on fire’, ‘walking on the hot old buildings’
- *Że mi nie dokuczy gorąco* – ‘that he won’t pick on me’, ‘that hot climate will not catch me’.

Section 3

This year the question for the essay was: ‘What values are important in life for you?’ The results were rather pleasing and it seems that even less able students had something to say on the subject. Many essays, however, were rather short, lacking any depth of thought referring to trivial things like the computer, having fun in life or going out with friends.

There was a noticeable lack of skill in essay writing. The assessment criteria for Question 3 are clear as to what is required for an essay worthy of a good grade:

- The answer focuses on the question;
- Ideas are logically and clearly developed and organized;
- Good personal reaction, usually justified.

Some essays were not planned or logically developed and students continued writing whatever came to their minds, without any essay structure – they provided no introduction and there was little or no development of ideas, and no conclusion.

It is advisable to practise essay writing in class, making students aware of the necessity to express their ideas clearly and in appropriate language.

Below are some extracts from students' essays, which are inspiring examples of the excellent and mature essays that some of our students can produce.

Jedną z wartości, którą kieruje się w życiu i moim zachowaniu jest równość. Wierzę, że wszyscy ludzie na ziemi, jak i w kosmosie są równi, w oczach Boga jak i moich. Wierzę, że nie ma znaczenia z jakiej pochodzisz rodziny, z jakich okolic, ile masz pieniędzy, jaki jesteś mądry wszyscy powinni być traktowani tak samo.

Inna wartość, która jest dla mnie bardzo ważna, to jest umiejętność przebaczenia innym. Bez tej wartości, ludzkość nie mogłaby żyć w zgodzie, bo przecież nikt nie jest idealny, każdy z nas chociaż raz w życiu popełnia jakiś błąd.

Najważniejszą wartością w moim życiu jest szacunek. Uważam, iż szacunek jest podstawą w codziennych interakcjach z innymi. Powinniśmy też szanować siebie.

Wierzę, że jeżeli zdołamy przekonać młodych ludzi do tego, żeby się pozbyli nienawiści do bliźnich i żeby wypełnili swe serca miłością, to mamy szansę jako świat, żeby w następnych pięćdziesięciu latach osiągnąć społeczność w której ludzie nie gardzą sobą, lecz traktują wszystkich jako równych sobie z miłością, szacunkiem i przebaczeniem. Ale nie powinniśmy zmieniać całkowicie poglądu na świat i wartości minionych czasów i pokoleń – musimy uczyć się na ich błędach, czerpać z ich pomysłów to co dobre i dodać do tego to co wiemy z własnego, że jest potrzebne, i z tymi gnać do przodu do pięknej przyszłości.

Respect, tolerance, an open mind, altruism, empathy, ambition were also mentioned in the more mature essays, but the most common values mentioned were family and friends followed by freedom, education and equality.

Mark Ranges and Award of Grades

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

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

[UMS conversion calculator](#)