



A-LEVEL POLISH

Unit 1 Reading and Writing
Report on the Examination

2685
June 2017

Version: 1.0

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

Copyright © 2017 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 fallen from 1636 students taking it last year to 1348 this year. In general students did well in all sections. The Grade A boundary mark for this paper was 77, with 70.80% students achieving a Grade A.

As last year, the ability of the students was wide-ranging. There were a number of well-prepared students with excellent Polish who knew what was expected of them and who produced good quality papers. These were students who had attended Polish Saturday Schools, had some form of tuition, or had studied the texts thoroughly and had a good knowledge of the requirements of the exam. However, there were other students who were less well prepared and who relied on their knowledge of the language to succeed in the exam. Some of these students appeared not to be familiar with the requirements of the specification. It is of paramount importance that schools make sure that students read the specification and know what the requirements are. Students should be reminded to read the instructions carefully and to study the past papers for practice. In this way, they will know what is expected of them and will fully understand how to answer the questions.

There was some evidence that the standard of Polish was lower this year than in the previous year, and there were a number of scripts where poor handwriting made marking difficult.

Section 1 Comprehension

Section 1 questions were centred on an article about global warming, climate change and the role of the sun in this process. Examiners thought that the subject might be challenging but this proved to be not the case.

Most students performed extremely well in this section, despite the text requiring careful reading. It may be that this focused students' minds and led to very good results. The only weakness was that sometimes students gave almost the same answers to two questions. Some realised the mistake and corrected the error. It is always recommended to read the text carefully before starting the task of answering the questions. It is worth reminding students that they have to supply as many pieces of information as the number of marks indicates. It was most evident in questions worth 3 marks: Questions 1(a)(vii), 1(a)(viii) and 1(a)(x). Some students gave only two pieces of information and so could only be awarded two marks, despite there being four possible points in the mark scheme.

It is important to note that, as well as selecting the right information, students should write a logical, coherent answer. A good example was in response to Question 1(a)(viii): *Kto pierwszy odczuł ochłodzenie i co ono spowodowało?* There were answers such as: *ludzie nie mieli czasu zbierać plony*. The expected answer was: *Pierwsi ochłodzenie odczuli mieszkańcy Islandii. Zboże zamarzało na polach, ludzie nie mogli zbierać plonów przenieśli się na wybrzeże i zaczęli żyć z rybołówstwa*.

Most students answered the True, False or Not given questions in part (b) correctly. However, some answered Questions 1(b)(ii) and 1(b)(iii) wrongly, giving F instead of P for both questions.

Section 2 Translation

This year's passage for translation into English was about the museum in Warner Bros Studios for fans of Harry Potter. The results were good, with many students being awarded 7 or 8 marks out of 10. This is a continuation of the recent trend in shows students' grasp of English improving year on year.

However, there were some basic words that proved to be difficult. In the first paragraph, some students were not familiar with *peron*, rendering it as *station* rather than *platform*. Surprisingly *pod Londynem* was translated *south of London* or, literally from Polish, as *under London*.

The most common mistakes included:

ekspozycja: expedition

peron: station, pier, person, quarters,

Niezwykłe museum: insane, abnormal, unrealistic museum

Para unosząca się spod kół: smoke, pair, vapour floating from the bottom of the wheels or engine, rising bottom of the train

Świetlica was often translated as lighthouse or lamppost. It should have been translated as common room as it would be rather difficult to have a lighthouse or lamppost in the house.

To nie tylko dobra gra aktorów, doskonała historia was often taken too literally and rendered as *It's not only a good game/play of actors, perfect history*.

Section 3 Essay

Czy marzenia są nam potrzebne i jaką rolę odgrywają w twoim życiu?

The essay on the subject of dreams and aspirations was in two parts. Students were not required to give equal weight to both parts of the question. Some students prefer to make general points rather than more personal ones, and examiners make allowances for this. However, where students failed to write anything on one part of the question, usually the second part, full credit could not be given.

The results were, in general, pleasing, although a few answers appeared to be written by younger students who lacked the majority necessary for responding to an essay title like this. Most students made a variety of points on the subject and were able to score 19 or more marks for AO2. They wrote about how dreams give us a purpose in life, motivate us to work hard, and sustain us at times of difficulty. There were a number of well-balanced, coherent, fully developed essays. There were, however, some which were very short, naïve and descriptive. These were sometimes written in a very basic Polish.

Responses to the second part of the title were less well-developed. Writing about their own aspirations, students often gave a descriptive narrative, more suited to GCSE rather than AS level. For example, a student might write a narrative about going to university and buying a car without explaining *how* this would be the fulfilment of their dreams. This type of response did not fully

answer the question, which was about the role of dreams in our lives and required analysis rather than statement of fact. Examiners were therefore looking for more evaluation rather than this matter-of-fact, descriptive approach in responses.

Examiners also saw a range of well-written, inspiring essays where students were able to talk about the importance of dreams in our lives and how they can help us to improve ourselves and the world around us.

Use of statistics

Statistics used in this report may be taken from incomplete processing data. However, this data still gives a true account on how students have performed for each question.

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](#)