



GCSE

Polish

8688/LH Listening (Higher)

Report on the examination

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General introduction to the summer series

In reviewing students' responses, the level of challenge posed by this year's questions was broadly similar to that of similar questions set last year. Students' responses in both sections of the Listening Higher papers upheld a high standard. There were a few cases of students answering in the incorrect language, and relatively few questions left unanswered. While many students demonstrated strong comprehension of spoken language, the quality of written responses varied significantly—from excellent to unsuccessful—and this variability was considered during the marking process.

More detailed analysis of students' responses

The questions that students showed strong listening skills and scored highest marks of over 90% were in Section A for question A.3.1, A.3.2, A6, A7, A8, A9, A.18.2, A20.1, A20.2, A.20.3 (99%), A22 (98%)

Questions that students found more challenging were:

Section A

Question 18.3 in which students listened to an interview with the oldest Polish sportsman, and their task was to elicit from the recording *'What does victory mean to him?'* Opposite to what students may have expected, the answer was that the victory is not significant. Strong distractors used, enumerated positive things sport can bring, such as family and friends' support; resulted in some incorrect students' answers, which included: *victory means good spirits or health, prevents illnesses, or increases motivation, or means friends are there.* Nevertheless, over 50% of the answers provided were correct and earned a credit.

Questions 21, 22, and 23 tested students' ability to recognise the opinions of reporters talking about their travel experiences. While questions 21 and 22 were found easy, question 23 posed a little challenge. The expected answer in question 23 was P+N, but some students only grasped the information about the positive aspect, losing a mark; in effect, over 60% of students gained a mark.

Section B

Both overlapping questions 25.1 and 26.2 had a slightly lower score compared to other scores across the paper. This was quite unexpected, as the questions were of low demand. However, their score was still at a good level of almost 70% correct.

The lowest score across the higher paper was for question 27.1, which was correctly answered by fewer than 25% of students. Although the question was aimed at high demand, the content of the recording related to a relatively easy topic, such as Family. Among the options students could choose from, the incorrect distractor, 'szalony', was commonly selected because of the sentence from the recording 'Szalenie wierzy w siebie' instead of the correct one 'zarozumiały'.

For questions 28.1 to 28.4, the students' mean score was around 60%, which is positive given that the instruction language for these tasks is the target language, and students are required

to provide written responses in Polish. Although students often demonstrated good understanding, the main reasons for losing marks were broken communication, ambiguous meaning, grammatical errors affecting comprehension, or answers provided in a language other than Polish. Additionally, there were the highest percentages of questions not attempted, ranging from 3% in B28.1 to 7% in B28.3. This negatively affected scores, indicating that students found these tasks demanding or lacked confidence in providing written answers in Polish. Questions that effectively distinguished between high and low attaining students were questions A3.3, A19, and B.28.1.

Concluding remarks

Generally, as in previous years, a well-managed paper, which is highly pleasing, especially considering the notable increase in the number of students entered for this higher-level exam.

It is encouraging that the popularity of the Polish language is rising among students. We hope this trend continues in the future, and that good results achieved by students will motivate them to develop the language further.

For future cohorts, it is advisable to prepare for the exam by practising with past papers, focusing on developing techniques and becoming familiar with the types of tasks. It is also crucial that the handwriting is clear and legible. Moreover, students should read instructions carefully to know precisely what to focus on while listening to the recording; this is especially important for questions asking for the enumeration of advantages and disadvantages. Besides, attention given to frequently made mistakes, such as confusing e.g. holiday names like Christmas and Easter, would benefit students in future assessments. Additionally, listening to authentic Polish songs, watching Polish films with or without subtitles, or listening to Polish podcasts or other programmes can be beneficial.

Mark Ranges and Award of Grades

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