Questions matter

GCSE

Polish

8688/LF Paper 1 Listening Foundation Tier

Report on the Examination

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General Comments

The Listening Foundation Tier paper aimed to check students' comprehension of diverse types of spoken Polish in a range of specified contexts. The level of demand ranged from grades 1-5. Students needed to show a general or specific understanding of spoken language using simple verbal and non-verbal responses, such as writing a correct letter in a box, for multiple choice questions, filling in boxes with information, completing sentences, or providing written answers in the English section. No requirement was there for students to provide written responses in the Polish section. Therefore, it was not only down to understanding, but also being familiar with exam techniques that constituted students' performance. The demands of this year's paper were comparable to the previous series.

The overall standard was high in both the English and Polish sections. There were very few answers in incorrect language and not so many non-attempted questions. Although many students demonstrated a good understanding of the spoken language, the quality of written responses ranged from excellent to poor.

Section A

Questions 1, 2, 3.2, 4.3, 5, 6, 7, 8.2, 9.1, 10, 16, 18

Students deserve praise for managing the questions so well scoring on average 90% or above.

Question 3

Questions 3.1 and .2 required students to listen closely for details and provide written answers in English. Students scored highly on both questions; however, more marks were lost on question 3.1 due to not knowing the word 'owsianka' even though contained in the vocabulary list, in the specification.

Question 4

Most students appeared comfortable with the question concerning technology and chose the correct options in the multiple-choice questions**.**

Questions 5-7

Students performed well on these questions with the majority awarded full marks, regarding the topic on social issues.

Question 8

Questions 8.1 and 8.2 were well answered in general. However, some students rather than providing the name of the requested subject – Maths, used the explanation from the recording such as *'problems with calculating in mind/counting in her head, mental calculations'*, etc. for question 8.1. Those students who used mental maths as the name for the subject were awarded a mark.

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Question 9.

This question related to environmental protection. Students had no issues with providing correct written answers to the question of where clean energy comes from, however, many incorrect answers were given to question 9.2. The expected answer was that there was a need to stop using coal/ fossil fuels**,** however, students' incorrect answers included '*charcoal, boilers, or radiators*.

Questions 10-12

Questions 11 and 12. unlike question 10 scored low and were challenging for students. To answer question 11 students needed to listen closely to identify the most popular directions of travel destinations in Europe. They were expected to write English equivalents to '*zachodniej* or *południowej* Europy' mentioned in the recording. However, many students failed to provide the correct directions.

For question 12 students were required to write answers in English. They were to explain why Kasia stopped spending holidays with her grandma. Many students provided random responses, relying on their general knowledge since they were unfamiliar with the Polish expression' *jeździć na obozy'*. The most common reasons students gave included expressions such *as 'because her grandmother is too old, Kasia went to university, or she goes somewhere else'* which was true, but too general to be awarded a mark.

Centres are reminded that students must know and understand all vocabulary- even the more abstract words and terms.

Questions 13-15

These were multiple-choice questions that differentiated well between students.

Questions 16, 17, 19 and 20

These were overlapping questions designed to have a high level of challenge for the Foundation Tier. The requirement was to find a key ideas from various speakers'. Regardless of the challenge, many students demonstrated good listening skills and an understanding of more complex sentences with advanced vocabulary. It was clear that students had been well prepared for these item types and pleasing to note that students were able to recognise the relationship between past present, and future events well, as seen in question 20..

Section B

Question 21

In this multiple-choice question, students scored very highly on 'choosing a future career'. Almost 72% of them were awarded full 4 marks .This suggests students were familiar with the topic and the names of the professions.

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Question 23

This overlapping question appeared to be the most difficult task of the Listening Foundation Tier paper. **Almost 70%** of students incorrectly chose option A – *Historyczny* instead of B *Romantyczny* .

Advice to students

To be successful at the Listening Foundation Tier examination it is crucial to be familiar with the exam techniques, to know the essential vocabulary listed in the specification, and to provide yourself with necessary practice.

Knowing what kind of tasks or questions you can expect in the paper will enable you to tackle tasks better without losing marks due to a lack of technique. Some tasks will require you to listen to identify the overall message or key ideas, others to focus on details or deduce meaning from shorter or longer passages, so while in the examination read instructions and questions carefully to ensure you know precisely what is expected in each task to score full marks.

Think about the best methods or ways of approaching each task. Eg, listen for keywords, highlight them in questions, pay attention to words in bold eg, if you are asked to '*write **two** details'* ensure you provide them both.

Make the most of the 5 minutes of preparation time before the recording is played.

In extended listening, if two or more speakers express their opinions ensure you match the speaker's utterance with correct questions.

Write legibly so as not to lose marks because your handwriting cannot be deciphered. If you change answers, show clearly which answer is correct. You cannot be awarded a mark for both correct and incorrect answers. Using one straight line to cross an answer and provide a correct one is a good practice.

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Mark Ranges and Award of Grades

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