
A-LEVEL

POLISH

Unit 2 Reading and Writing
Report on the Examination

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General comments

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. They produced very weak papers, especially in the Section 3 literary and non-literary essays. A significant number of students did not attempt to write an essay and simply left this section blank; this inevitably led to a lower grade being achieved. 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. There were many untidy, badly written scripts which made scrutiny difficult.

Section 1 Comprehension

For the comprehension task students read a text about the current state of Polish cinema and Polish people's preferences regarding choices of films they want to watch. The text and questions were on a par with those in previous years, but examiners formed the impression that some students did not read the text carefully. Many students answered this section well, achieving almost full marks.

Młdzież została wychowana na filmach Tarantino i grach wojennych co współgra ze stylem polskich filmów was often the answer to Question 1(a)(iii) and, similarly, *interesują się historią ponieważ oglądali filmy Tarantino* was given as an answer to part (iv).

Section 2 Translation

The translation for 20 marks was a text, slightly shorter than in previous years, arguing that the lack of social skills in young people leaving education puts them at disadvantage in the modern work market. While many students' translations were of a good standard, there were also a few outstanding answers and a few that were very weak. A few students appeared to have gaps in standard vocabulary such as east and west and primary and secondary school.

Common inaccuracies and errors included:

nation – *narodowa, jednostka, nacjonalizm*

unable to shake hands – *nie potrafią trząść rękami, utrząsnąć rękę, potrząsnąć z kimś rękę, przywitać się rękami, przywitać się ręką.*

a chief executive – *szeł kuchni, ekskluzywne szeł, szeł ekskluzywnej kuchni.*

social skills – *nie mając socjalistycznych sztuk.*

interview – *przesłuchanie, wywiadówka, wywiady robotnicze.*

firm grip – *firmowym uściskiem, ciasnym uchwytem, podać rękę w firmie.*

worldwide – *wśródziemie.*

internacional race for jobs – *całowieatowym rejsie do prac, internacjonalnym wyścigu po pracę.*

Section 3 Literary and non-literary essays

As always, students were required to write two essays of at least 200 words. There is no upper word limit; 200 is a required minimum to allow students to access the full range of marks. The questions are grouped into four literary and non-literary topics, and any combination of topics is acceptable, provided that no two questions from the same topic are attempted.

This year the performance in essays was generally not as good as seen in previous years, and in some instances very poor. It appeared that many students had not been prepared for this part of the exam. A lower standard of Polish language was also evident in scripts. This could be observed in poor spelling, lack of appropriate vocabulary and grammatical errors. Examiners also noted apparent carelessness and a lack of ability to draw logical conclusions and to evaluate properly. This was most evident in answers about *Moralność Pani Dulskiej*.

Very few students demonstrated a thorough knowledge of their chosen literary or non-literary topics this year. If students do not use sources and references to the text they cannot achieve marks in Level 4, which require sound knowledge of the topic, and are limited to Level 3 or below. Some students padded out their essays with irrelevant material, but these essays could only be awarded with marks in Levels 2 or 3 as they did not demonstrate sound knowledge of the topic.

Essays on film often gave the impression that students had merely watched the film without further study. Even in the case of *Kamienie na szaniec*, examiners often had the impression that many students had watched the most recent movie rather than read the book.

At the other end of the scale, however, examiners were pleased to see some good essays where preparation was evident and students really tried to convey their knowledge to the best of their ability, supplying references from the text and trying to draw conclusions. These essays were rewarded with marks in Levels 4 or 5.

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](#)