
GCSE

POLISH

8688/WH: Writing (Higher)
Report on the Examination

8688
June 2019

Version: 1.1

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General Comments

The quality of work produced for this new examination was encouraging. The paper differentiated very well in that students were able to score marks over a variety of questions. It was good to see that the vast majority of students had been entered appropriately for this tier. The quality of work seen in the overlap questions was of a higher standard than at the Foundation tier. The ability to use a range of tenses and more complex language was impressive and students were also able to express and justify opinions well. Students failed to score marks where inaccuracy caused a delay in communicating messages. This was mainly due to grammatical inaccuracies or omission or misinterpretation of the bullet points in Questions 1 and 2.

Question 1

For this question, there are 10 marks for Content and 6 marks for Quality of Language. Students are required to write approximately 90 words in total, about four different bullet points. All bullet points must be covered, but there is no need for equal coverage of the points. The quality of work seen was generally good, with many students able to provide extended responses, which demonstrated their ability to develop ideas, express opinions and refer to different time frames. Misinterpretation or omission of bullet points resulted in students obtaining fewer marks.

Content

The criteria for assessment focuses on four elements: coverage of the bullet points, development of ideas, clarity of communication and expression of opinions. Occasionally a bullet point seemed to be misunderstood and therefore students sometimes failed to gain 4 of the marks for Content. In order to score 7 marks or more for Content, information in relation to all four bullet points must be conveyed. Lapses in accuracy, which had a bearing on communication, could also contribute to a lower mark for Content.

Question 1.1

This was by far the more popular choice for students and it was done well on the whole. Both first and second bullet points were well answered and produced clear and developed answers. The third bullet point was sometimes not accomplished because students did not mention how their choice of transport is affecting the environment. The last bullet point was done well. Many wrote a lot in reply to the first bullet point, giving their likes and dislikes, even though the demands of the bullet point were fulfilled when only likes were mentioned.

Question 1.2

This again was a familiar, albeit less popular, topic for students. As was the case for Question 1.1, the first and second bullet points were generally well done and the responses to these showed good development. The third bullet point was designed to elicit an opinion and development of the response, but proved to be challenging. The fourth bullet point was quite well done but some students failed to mention any traditions they are planning to celebrate in the future. Similarly to Foundation tier, Christmas and Easter were the most popular choices mentioned by students.

Quality of language

The key features of the criteria for assessment here are variety of language, attempts at complexity, time frames and accuracy. In relation to the first three elements, the following were seen: successful references to two or three time frames, different persons of the verb and synonyms. Structures reflecting complexity were often successfully attempted, for example infinitive constructions, adjectives, connectives, intensifiers, negatives, use of subordinate clauses, relative pronouns and subjunctives. Most errors were made when attempting different time frames and conjugating verbs.

Advice to students

- Aim to write roughly the suggested number of words.
- Mention **all** of the bullet points. Attempt to write something about them rather than omitting them. Tick off the bullet points on the question paper once they have been covered.
- Identify which bullet points target the different time frames and check that your verb formation is accurate.
- Make sure you include opinions as required by the task.

Question 2

For this question, there are 15 marks for Content, 12 marks for Range of Language and 5 marks for Accuracy. Students are required to write approximately 150 words in total about two different bullet points. Both bullet points must be covered, but there is no need for equal coverage of the bullets. A very similar number of students opted for each question. The quality of the work was mixed. Whereas many students were able to write fluently in response to the bullet points, using language that was largely accurate and varied, there were some who found great difficulty in addressing the more open-ended tasks. Students needed to write things that were relevant to the bullet points. Often this was not the case, especially in the response to the first bullet point of each question. Where students exceeded the recommended word count significantly, there were usually more errors, which in many cases did have a negative impact on the language marks.

Content

The criteria for assessment focus on four elements: relevance and detail (implicit in this is coverage of the bullet points), amount of information conveyed, clarity of communication and expression and justification of opinions. Students had lots to say in response to each of the two bullet points in each question and were able to develop their answers, with most of them giving and justifying opinions.

Question 2.1

Many students saw the first bullet point as an opportunity to write a list of portals or applications they know and use. However, part of the bullet point referred to the past (recently used portals or/social media) and this was somehow misinterpreted by many students who were writing about their experience using the present tense instead of the past tense. The second bullet point (advantages and disadvantages of using social media) was designed to encourage students to share their own opinions on social media usage. Despite writing a lot, many students failed to indicate or/and distinguish between citing facts and stating their own opinions. Teachers and students should be reminded that opinions may be expressed simply, eg *Lubię ... , ... podoba mi się*. Any neutral adjective is **only** classed as an opinion or a justification if it is preceded by

something like *'Myślę, że ..., Uważam, że ..., Wydaje mi się, że ...* Unfortunately, many students failed to add that and their mark was affected accordingly. The implication was that they shared opinions they were stating, but there was no clear indication of that and given the mark scheme, this was necessary for awarding marks in higher bands..

Question 2.2

A good number of students wrote quite a lot of irrelevant material in addressing the first bullet point about a memorable day at school. They wrote in the present tense about their opinion of different aspects of their school before they mentioned the memorable day. As with Question 2.1, it appeared that they were reproducing pre-learnt material. If there was no reference at all to the memorable day, the maximum mark for Content was 12. However, there were some really imaginative responses to this bullet point by students who seemed to enjoy describing the memorable day. When tackling the second bullet point, plans for future jobs and how their current education might help to achieve these goals, many students struggled with the second part of the bullet points. Some answers were naive (*Moja szkoła mi pomaga, bo uczę się liczyć i dobrze mówić*) and lacked illustration or justification.

Range of language

The key features of the criteria for assessment here are variety of language and a confident ability to produce complex sentences. It is worth noting that reference is not made to time frames or tenses in the criteria, but the use of these would be considered to be attempts at complexity. In terms of variety of language, many students were able to produce a good range of connectives, such as *ponieważ; bo; dlatego, że ...; więc; chociaż; aby*. Many students extended their sentences and added to the complexity of the language by using subordinate clauses introduced by words such as *który, gdzie, gdy, jak*. Although only two time frames were targeted in each of the questions, some students used a wide range of tenses as they developed their response. There were also examples of good use of the subjunctive and conditional.

Accuracy

In order to score two marks for Accuracy, the writing must be 'more accurate than inaccurate'. Most students produced fairly or highly accurate answers.

Advice to students

- Aim to write roughly the number of words required.
- Read the bullet points and the scene setting carefully, ensuring you know exactly what they require in terms of response.
- Ensure that what you write relates to the bullet points in some way.
- If you have time at the end of the exam, check that your verbs and spellings are accurate.
- Make sure to include opinions with justifications – this will impact, and possibly limit, the number of marks awarded for this question.
- Try not to say things that are really difficult or for which you do not know the vocabulary. It is better to be simple and clear than complex and unclear.

Question 3**Conveying key messages**

My friends and I volunteer	Most students conveyed <i>razem z przyjaciółmi</i> , but <i>pomagamy charytatywnie, jesteśmy wolontariuszami</i> caused problems. What's more some students mixed up present with past and used the latter (incorrectly)
at a local animal shelter.	<i>lokalnym/pobliskim/niedalekim/niedaleko położonym</i> was often omitted, and <i>schronisku dla zwierząt</i> also caused some problems
We would like to go there more often,	<i>Chcielibyśmy/chcemy/byśmy chcieli</i> conditional tense was sometimes mixed with present tense, and <i>częściej</i> was often translated as <i>więcej</i> , which is inaccurate
but we have exams this year	This was generally done well.
and have to spend a lot	This was generally conveyed correctly.
of time on studying.	Again, this was done well.
Last Saturday we went to a disco.	Surprisingly, <i>sobota</i> was sometimes mixed up with <i>niedziela</i> , as was plural with singular, many students were not familiar with <i>dyskoteka</i> , which is a cognate, and used <i>disco</i> instead. This was also acceptable.
The music was too loud,	This was done well.
at least in my opinion.	Many students were not familiar with <i>przynajmniej</i> , and either omitted it or used <i>choć</i> instead. 'In my opinion' was translated directly as <i>w mojej opinii</i> , as opposed to the more correct <i>moim zdaniem</i> .
Next weekend	'Weekend' was sometimes translated as <i>tydzień</i> , which was rather astonishing.
we are planning	This was generally done well.
to go shopping	This was done well.
and to see a movie afterwards.	'Afterwards' (<i>później, potem</i>) was sometimes omitted.

Application of grammatical knowledge of language and structures

If one of the key messages contained a minor error or errors, it was still credited. However, an accumulation of such errors had an overall effect on accuracy which could be reflected in the mark for application of grammar. Nevertheless, there was usually a direct correlation between the two marks.

Advice to students

- Practise high frequency words and phrases.
- Check carefully that you **do not miss out any** parts of the translation by accident.
- If you are not sure how to translate something, have a go as it may score you a mark. Leaving it blank will not.
- Check verb tenses (whether they match the original text) and endings.

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.