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# GCSE POLISH

(8688)

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## Specification

For teaching from September 2017 onwards  
For exams in 2019 onwards

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Version 1.0 7 March 2017





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## Are you using the latest version of this specification?

- You will always find the most up-to-date version of this specification on our website at [aqa.org.uk/8688](https://www.aqa.org.uk/8688)
- We will write to you if there are significant changes to the specification.

# 1 Introduction

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## 1.1 Why choose AQA for GCSE Polish

### A specification designed for you and your students

We've worked with a range of teachers to create this specification. We have focussed on ensuring that our assessments are clear, accessible and discriminate effectively.

Our objective is to enable students of all abilities to develop their Polish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

### Languages for life

At AQA we're passionate about the benefits that learning a language can bring. We strongly believe in languages as a skill for life and something students should enjoy and find rewarding.

We know you want a specification which you can enjoy teaching, and one which expands your students' cultural knowledge whilst developing their language skills.

We are confident our assessments will deliver the right results for your students. We want to help you to attract students of all abilities to languages and to deliver the assessments and results you and your students deserve.

### Comprehensive support

We are here to offer a comprehensive range of support and resources to assist your planning, teaching and assessment of our specifications. You can rely on us to support you when you need help.

You can find out about all our Polish qualifications at [aqa.org.uk/languages](http://aqa.org.uk/languages)

## 1.2 Support and resources to help you teach

We've worked with experienced teachers to provide you with a range of resources that will help you confidently plan, teach and prepare for exams.

### 1.2.1 Teaching resources

Visit [aqa.org.uk/8688](http://aqa.org.uk/8688) to see all our teaching resources. They include:

- sample schemes of work to help you plan for course delivery
- training courses to help you deliver AQA Polish qualifications
- subject expertise courses for all teachers, from newly qualified teachers who are just getting started to experienced teachers looking for fresh inspiration.

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## Preparing for exams

Visit [aqa.org.uk/8688](https://aqa.org.uk/8688) for everything you need to prepare for our exams, including:

- sample papers and mark schemes for new courses
- Exampro: a searchable bank of past AQA exam questions
- example student answers with examiner commentaries.

## Analyse your students' results with Enhanced Results Analysis (ERA)

Find out which questions were the most challenging, how the results compare to previous years and where your students need to improve. ERA, our free online results analysis tool, will help you see where to focus your teaching. Register at [aqa.org.uk/era](https://aqa.org.uk/era)

For information about results, including maintaining standards over time, grade boundaries and our post-results services, visit [aqa.org.uk/results](https://aqa.org.uk/results)

## Keep your skills up-to-date with professional development

Wherever you are in your career, there's always something new to learn. As well as subject specific training, we offer a range of courses to help boost your skills.

- Improve your teaching skills in areas including differentiation, teaching literacy and meeting Ofsted requirements.
- Prepare for a new role with our leadership and management courses.

You can attend a course at venues around the country, in your school or online – whatever suits your needs and availability. Find out more at [coursesandevents.aqa.org.uk](https://coursesandevents.aqa.org.uk)

## Help and support

Visit our website for information, guidance, support and resources at [aqa.org.uk/8688](https://aqa.org.uk/8688)

If you'd like us to share news and information about this qualification, sign up for emails and updates at [aqa.org.uk/keepinformed-computer-science](https://aqa.org.uk/keepinformed-computer-science)

Alternatively, you can call or email our subject team direct.

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# 2 Specification at a glance

This qualification is linear. Linear means that students will sit all their exams at the end of the course.

## 2.1 Subject content

Students study all of the following themes on which the assessments are based.

[Theme 1: Identity and culture](#) (page 11)

[Theme 2: Local, national, international and global areas of interest](#) (page 11)

[Theme 3: Current and future study and employment](#) (page 12)

## 2.2 Assessments

GCSE Polish has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

Paper 1: Listening
<p><b>What's assessed</b></p> <p>Understanding and responding to different types of spoken language.</p>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>• Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)</li> <li>• 40 marks (Foundation Tier), 50 marks (Higher Tier)</li> <li>• 25% of GCSE</li> </ul> <p>(Each exam includes 5 minutes' reading time of the question paper before the listening stimulus is played.)</p>
<p><b>Questions</b></p> <p><b>Foundation Tier and Higher Tier</b></p> <ul style="list-style-type: none"> <li>• Section A – questions in English, to be answered in English or non-verbally</li> <li>• Section B – questions in Polish, to be answered in Polish or non-verbally</li> </ul>



## Paper 2: Speaking

### What's assessed

Communicating and interacting effectively in speech for a variety of purposes.

### How it's assessed

- Non-exam assessment
- 7–9 minutes (Foundation Tier) + preparation time
- 10–12 minutes (Higher Tier) + preparation time
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

### Questions

#### Foundation Tier and Higher Tier

The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:

- Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)
- Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier)
- General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)



## Paper 3: Reading

### What's assessed

Understanding and responding to different types of written language.

### How it's assessed

- Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier)
- 60 marks (for each of Foundation Tier and Higher Tier)
- 25% of GCSE

### Questions

#### Foundation Tier and Higher Tier

- Section A – questions in English, to be answered in English or non-verbally
- Section B – questions in Polish, to be answered in Polish or non-verbally
- Section C – translation from Polish into English (a minimum of 35 words for Foundation Tier and 50 words for Higher Tier)





<b>Paper 4: Writing</b>
<b>What's assessed</b> Communicating effectively in writing for a variety of purposes.
<b>How it's assessed</b> <ul style="list-style-type: none"><li>• Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)</li><li>• 50 marks at Foundation Tier and 60 marks at Higher Tier</li><li>• 25% of GCSE</li></ul>
<b>Questions</b> <b>Foundation Tier</b> <ul style="list-style-type: none"><li>• Question 1 – message (student produces four sentences in response to a photo) – 8 marks</li><li>• Question 2 – short passage (student writes a piece of continuous text in response to four brief bullet points, approximately 40 words in total) – 16 marks</li><li>• Question 3 – translation from English into Polish (minimum 35 words) – 10 marks</li><li>• Question 4 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks</li></ul> <b>Higher Tier</b> <ul style="list-style-type: none"><li>• Question 1 – structured writing task (student responds to four compulsory detailed bullet points, producing approximately 90 words in total) – there is a choice from two questions – 16 marks</li><li>• Question 2 – open-ended writing task (student responds to two compulsory detailed bullet points, producing approximately 150 words in total) – there is a choice from two questions – 32 marks</li><li>• Question 3 – translation from English into Polish (minimum 50 words) – 12 marks</li></ul>



# 3 Subject content

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## 3.1 Themes

The specification covers three distinct themes. These themes apply to all four question papers.

Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Polish is spoken.

### 3.1.1 Theme 1: Identity and culture

Theme 1: Identity and culture covers the following four topics with related sub-topics shown as bullet points.

#### 3.1.1.1 Topic 1: Me, my family and friends

- Relationships with family and friends.
- Marriage/partnership.

#### 3.1.1.2 Topic 2: Technology in everyday life

- Social media.
- Mobile technology.

#### 3.1.1.3 Topic 3: Free-time activities

- Music.
- Cinema and TV.
- Food and eating out.
- Sport.

#### 3.1.1.4 Topic 4: Customs and festivals in Poland

### 3.1.2 Theme 2: Local, national, international and global areas of interest

Theme 2: Local, national, international and global areas of interest covers the following four topics with related sub-topics shown as bullet points.

#### 3.1.2.1 Topic 1: Home, town, neighbourhood and region

#### 3.1.2.2 Topic 2: Social issues

- Charity/voluntary work.
- Healthy/unhealthy living.

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### 3.1.2.3 Topic 3: Global issues

- The environment.
- Poverty/homelessness.

### 3.1.2.4 Topic 4: Travel and tourism

## 3.1.3 Theme 3: Current and future study and employment

Theme 3: Current and future study and employment covers the following four topics.

### 3.1.3.1 Topic 1: My studies

### 3.1.3.2 Topic 2: Life at school/college

### 3.1.3.3 Topic 3: Education post-16

### 3.1.3.4 Topic 4: Jobs, career choices and ambitions

## 3.2 Scope of study

### 3.2.1 Listening: understand and respond to spoken language

Students are expected to be able to:

- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

### 3.2.2 Speaking: communicate and interact in speech

Students are expected to be able to:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate

- initiate and develop conversations and discussion, producing extended sequences of speech
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation to be understood by a native speaker.

### 3.2.3 Reading: understand and respond to written language

Students are expected to be able to:

- understand and respond to different types of written language
- understand general and specific details within texts using high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from Polish into English.

### 3.2.4 Writing: communicate in writing

Students are expected to be able to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language as appropriate, to note down key points, express and justify individual thoughts and points of view in order to interest, inform or convince
- translate sentences and short texts from English into Polish to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

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## 3.3 Grammar

The grammar requirements for GCSE Polish are set out in two tiers: Foundation Tier and Higher Tier.

GCSE students will be expected to have acquired knowledge and understanding of Polish grammar during their course. In the exam they will be required to apply their knowledge and understanding, appropriate to the relevant tier of entry, drawing from the following lists. The examples in brackets are indicative, not exclusive. For structures marked (R), only receptive knowledge is required.

Students will be expected to develop and use their knowledge and understanding of this grammar progressively throughout their course.

### 3.3.1 Foundation Tier

#### 3.3.1.1 Nouns

Candidates should know the masculine, feminine and neuter nouns as well as singular and plural. The following are just a few examples.

##### Nominative

*Mianownik: Kto? Co?*

masculine: *gość/goście, urzędnik/urzędnicy, sklep/sklepy*

masculine nouns ending in *-a* (eg *poeta, mężczyzna, tata*) which are declined in the singular like feminine nouns, and in the plural like animate forms.

feminine: *lekcja/lekcje, matka/matki, żona/żony*

neuter: *mieszkanie/mieszkania, jajko/jajka, święto/święta*

nouns ending in *-um*: *muzeum/muzea*

Use of the nominative case:

- to express the subject of a sentence e.g. *to jest stół, chleb leży na talerzu, ładna pogoda*
- clauses in which the present tense of the verb “to be” is understood: e.g. *mój brat to inżynier, to wygodne krzesło, Fibak to sławny tenisista.*

##### Genitive

*Dopełniacz: Kogo? Czego?*

masculine: *gościa/gości, urzędnika/urzędników, sklepu/sklepów*

feminine: *lekcji/lekcji, matki/matek, żony/żon*

neuter: *mieszkania/mieszkań, jajka/jajek, dziecka/dzieci*

Use of the genitive case:

- to express possession or lack of:
  - *mam gościa w domu, nie mam wrogów, nie zrobiłem lekcji, przyjaciel Janka, okno pokoju*
- expressions of quantity:
  - *butelka mleka, filiżanka herbaty, kilo mięsa*

- after numbers:
  - *dwóch braci, trzech kuzynów*
  - time: *pięciu godzin, siedmiu minut, ośmiu dni*
  - money: *sześciu złotych, ośmiu funtów, trzech groszy*
- expressions of quantity requiring the genitive plural:
  - *dużo chłopców, nie/dużo jajek, mało dziewczynek, ile pokoi, tyle mieszkań, wiele ludzi*
- with prepositions:
  - *od: daleko od szkoły*
  - *do: do domu, do sklepu*
  - *dla: dla gościa, dla przyjaciół*
  - *bez: bez przerwy*
  - *naprzeciw/ko: naprzeciw kiosku*
  - *obok/koło: obok Ewy, koło domu*
  - *blisko: blisko kościoła*
  - *niedaleko: niedaleko parku*
  - *u: podoba mi się u was*
  - *wokół: wokół ogrodu*
  - *z/ze: z przodu, z tyłu, ze szkoły, ze Stanów*

## Dative

*Celownik: Komu? Czemu?*

masculine: *gościowi/gościom, urzędnikowi/urzędnikom, sklepowi/sklepom*

feminine: *lekcji/lekcjom, ulicy/ulicom, matce/matkom*

neuter: *mieszkaniu/mieszkaniom, jajku/jajkom, dziecku/dzieciom*

Use of the dative case:

- as the indirect object:
  - *zrobiłam studentowi herbatę*
  - *pomogłam ojcu*
  - *dałam kwiaty matce*
- with impersonal expressions:
  - *zimno mi, chce mi się pić, mnie się zdaje*

## Accusative

*Biernik: Kogo? Co?*

masculine: *gościa/gości, urzędnika/urzędników, sklep/sklepy*

feminine: *lekcję/lekcje, matkę/matki, żonę/żony*

neuter: *mieszkanie/mieszkania, jajko/jajka, święto/święta*

Uses of the accusative case:

- to express the direct object:
  - *on czyta książkę, spotkałem studentów, widzę dziewczynki*
- with prepositions:
  - verbs of motion *na: idę na spacer, za: wracam za chwilę*
  - with days of the week *w/we: Kasia przyjedzie w niedzielę; egzamin jest we wtorek*
  - playing a game *w: grać w piłkę; bawimy się w chowanego*

- indicating time and place *przez*: *przez cały tydzień padał śnieg; przepłynął przez rzekę; idę przez miasto; po*: *idź po chleb; pójdę po wodę; biegnę po gazetę*
- indicating concern, request *o*: *proszę o świeży chleb; pytam o zdrowie; Paweł pyta o drogę, martwię się o niego*

### Ablative/Instrumental

Narzędnik: Z kim? Z czym?

masculine:

- z gościem/ z gośćmi,
- z urzędnikiem/ z urzędnikami,
- ze studentem/ ze studentami

feminine:

- z lekcją/z lekcjami, z piłką/z piłkami
- z żoną/ z żonami

neuter:

- z mieszkaniem/ z mieszkaniami,
- z jajkiem/ z jajkami,
- z dzieckiem/ z dziećmi

Uses of the instrumental case:

- expressions of time:
  - *wiosną, latem, jesienią, zimą, wieczorem, nocą, dniem*
- to express means by which an action is performed:
  - *jadę autobusem, on pisze ołówkiem, mówię cichym głosem, idę ulicą*
- to express nationality – profession with *być/stać się*
  - *on jest/będzie/był doktorem*
  - *jestem/będę/byłam pielęgniarką*
  - *ona zostanie nauczycielką*
  - *jestem/Polakiem/Anglikiem/Francuską*
- with prepositions:
  - *między: między domami*
  - *nad: nad głową*
  - *pod: pod stołem*
  - *przed: przed kolacją*
  - *z/ze: z bratem, z siostrą, kawa ze śmietanką*
  - *za: za miastem*

### Locative

Miejscownik: O kim? O czym? W czym? Gdzie?

masculine: *gościu/gościach, urzędniku/urzędnikach, sklepie/sklepach*

feminine: *lekcji/lekcjach, ulicy/ulicach, matce/matkach*

neuter: *jajku/jajkach, mieszkaniu/mieszkaniach, święcie/świętach*



Uses of the locative case:

- to indicate time and place with prepositions:
  - *na*: *na przystanku, na dworcu, na lekcjach, na koncercie*
  - *po*: *po obiedzie, po południu*
  - *przy*: *przy boku, przy domu, przy sklepie*
  - *o*: *rozmawiali o meczu*
  - *w*: *w sklepie, w styczniu, w roku 1996*

### Vocative

*Wołacz!*

Used when addressing a person

- *Janku! Haniu! Mamusiu!*

### 3.3.1.2 Adjectives

All cases of adjectives as required for use with nouns, including gender.

Simple comparisons of adjectives:

- using *sz*
  - masculine: *zdrowy: zdrowszy*
  - feminine: *ciekawa: ciekawsza*
  - neuter: *tanie: tańsze*
- using *ejsz*
  - masculine: *zimny: zimniejszy*
  - feminine: *mocna: mocniejsza*
  - neuter: *wygodne: wygodniejsze*

Superlative degree of adjective by adding *naj-* to comparative

- *zdrowszy: najzdrowszy*
- *ciekawszy: najciekawszy*
- *zimniejszy: najzimniejszy*
- *mocniejszy: najmocniejszy*

Interrogative adjective:

- *Który? Która? Które?*

Possessive adjective:

- *Czyj? Czyja? Czyje?*

### 3.3.1.3 Adverbs

*Jak? Kiedy? Gdzie?*

place: *blisko, daleko, tu, tam*

time: *dawno, dzisiaj, wczoraj, jutro, rano, nigdy, kiedyś, wieczorem*

manner: *dobrze, źle, wesoło*

number: *bardzo, mało, dużo, wiele*

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### 3.3.1.4 Numerals

All cardinal numbers, ordinal numbers 1 – 20.

collective numerals: *dwoje, troje*

fractions: *pół, ćwierć, trzy czwarte*

### 3.3.1.5 Verbs

Only the infinitive form of a verb is given in the vocabulary list.

Candidates should be able to use the following forms:

- the three persons, singular and plural *czytam, czytasz, czyta, czytamy, czytacie, czytają*
- three tenses: present, past and future *czytam, czytałem/łam, będę czytał/czytała, będę czytać*
- three modes:
  - indicative (*czytam*)
  - conditional (*czytałbym/abym*)
  - imperative (*czytaj! czytajcie!*)
  - three voices:
- active (*Mama myje syna.*)
- reflexive (*Syn się myje.*)
- passive (*Syn jest myty.*)
- perfective and imperfective
- formation of perfective
- prefix + imperfective = perfective
- *na- pisać napisać*
- *po- znać poznać*
- *u- myć umyć*
- *s- pytać spytać*
- *za- prosić zaprosić*
- *prze- czytać przeczytać*
- *wy- pić wypić*
- *z- jeść zjeść*
- *o- golić ogolić*
- conditional

by using suffixes: *-bym, -byś, -byśmy, -byście, -by*

- *mogłabym to zrobić*
- *chciałabym wiedzieć*
- *gdyby była pogoda*
- *jeśliby on przyszedł*
- *poszlibyśmy do parku*
- *poszłybyśmy na zabawę*
- *przeczytalibyście gazetę*
- *zrozumieliby co mówię*

### 3.3.1.6 Pronouns

- Personal: *Kto? Co?*
- *ja, ty, on, ona, my, wy, oni, one, ktoś, coś, nikt*
- Possessive: *Czyj?*
  - *mój, twój, jego, jej, nasz, wasz, ich, swój*
- Demonstrative: *Który?*
  - *ten, ta, to, tamten, ci, te, tamci, tamte*
- Numeral: *Ile?*
  - *kilka, dużo, wiele, mało*
- Reflexive:
  - *się, sobie, siebie, z sobą*

### 3.3.1.7 Prepositions

As used with genitive, accusative, instrumental and locative cases.

### 3.3.1.8 Conjunctions

*a, albo, ale, by, i, jeżeli, gdy, aby, ani, czyli, ponieważ, kiedy, lub, że, żeby, chociaż, gdyby*

## 3.3.2 Higher Tier

### 3.3.2.1 Adjectives

Irregular form of comparison

- *dobry-lepszy-najlepszy*
- *zły-gorszy-najgorszy*

Compound comparison of adjectives by adding *bardziej/mniej*

- *bardziej kolorowy*
- *mniej chory*
- *najbardziej zmęczona*
- *najmniej doświadczona*

### 3.3.2.2 Adverbs

*Jak? Kiedy? Gdzie?*

*gdzieś, nigdzie, skąd, stamtąd,*

*wkrótce, wtedy,*

*jakoś, po polsku,*

*dosyć, stokrotnie*

Formation of adverbs from adjectives:

*mały - mało, ładny - ładnie, głęboki - głęboko*

Degrees of comparison are the same as for adjectives.

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### 3.3.2.3 Verbs

#### Participles

- Adjectival
  - Present participle - inflective (eg *piszący uczeń, śpiewający chór, grający zespół*)
- Adverbial
  - Present participle - non-inflective (eg *idąc śpiewał, szyjąc rozmawiał, pracując milczeli*)
  - Impersonal form in the past tense (eg *czytano, widziano, słyszano*)

### 3.3.2.4 Pronouns

#### Declension of pronouns

##### Genitive (*Dopełniacz*): *Kogo? Czego? (nie ma)*

- *mnie, ciebie/cię, jego/go/niego, jej/niej, jego/go/niego, nas, was, ich/nich, ich/nich*
  - *Pożyczyłam bluzkę od Ali, bo jej ubrania są najładniejsze.*
  - *Ta sprawa nie dotyczy Ciebie.*
  - *Spodziewaliśmy się Was wczoraj, a nie dzisiaj.*
- Dative (*Celownik*): *Komu? Czemu? (się przyglądam)*
- *mnie/mi, tobie/ci, jemu/mu/niemu, jej/niej, jemu/mu/niemu, nam, wam, im/nim, im/nim*
  - *Mnie się podoba ten obraz, ale im nie.*
  - *Podaj mu tę książkę.*

##### Accusative (*Biernik*): *Kogo? Co?*

- *mnie, ciebie/cię, jego/go/niego, ją/nią, je/nie, nas, was, ich/nich, je/nie*
  - *Okno jest otwarte, zamknij je.*
  - *Zaproś ich na kolację, będą się cieszyć.*

##### Ablative/Instrumental (*Narzędnik*): *Z kim? Z czym?*

- *mną, tobą, nim, nią, nim, nami, wami, nimi, nimi*
  - *Jutro pójdę z Tobą do kina.*
  - *Możemy w piątek zagrać z nimi w siatkówkę.*

##### Locative (*Miejscownik*): *O kim? O czym?*

- *mnie, tobie, nim, niej, nim, nas, was, nich, nich*
  - *Nie mów o nim takich rzeczy!*
  - *Wczoraj mówiono o Was podczas lekcji.*

## 3.4 Communication strategies

Whilst it is useful for students to concentrate on a core of key language for any given topic, it is impossible to predict all the linguistic elements they might meet when reading and listening to authentic Polish, or which they themselves might need to use.

For this reason, the student will need to develop communication strategies as part of the teaching and learning process, which will greatly increase their ability to cope successfully with unknown words.

There are two main types of strategy: those that relate to understanding (reading and listening) and those that relate to production (speaking and writing).

## 3.4.1 Strategies for understanding

### 3.4.1.1 Ignoring words which are not needed

Many texts contain words which are not essential for an understanding of the main points of the text. Furthermore, what is important in the text is often presented more than once, in different ways: the student may not understand a point in one form of words and understand it fully in another. Students can be trained to read and listen in positive ways, seeking out in the text only the information they need to answer questions and to complete communication tasks and ignoring the rest.

### 3.4.1.2 Using the visual and verbal context

The skilled reader can find many clues about the purpose and content of a text from a study of the layout, the title, the length, the type-face and any related pictures. This is why texts are presented in the exam in their original format as much as possible. When reading and listening, students can learn to infer the meaning of new words from the verbal context. So, for example, someone who did not know the word *brzoza* could, after some appropriate practice, be expected to understand from the following context that it is some sort of tree: *Usiadł pod brzozą, a na jej czubku siedział ptaszek i śpiewał.*

### 3.4.1.3 Making use of grammatical markers and categories

Students will be helped to master all these strategies if, when reading and listening, they learn to use such clues as the plural forms of nouns or verbs, the ways verbs change to form tenses, word order and other such features which will help them to recognise to which category (verb, noun, adjective, etc) an unknown word belongs. This can be a considerable help in making intelligent guesses about the meaning of the word.

### 3.4.1.4 Making use of the social and cultural context

Another aid to correct inferencing is for the students to bear in mind that there are regularities in the real world which will make it possible to anticipate what people must say or write about it. The ability to predict occurrences in the real world makes it possible sometimes to predict the words, and the meaning of words, that represent these occurrences. This is one reason why it is important for a Polish course to offer insights and awareness into the culture and civilisation of Poland and Polish speaking communities like, for example, the very well organised Polish communities in England or America.

### 3.4.1.5 Using common patterns within Polish

Certain masculine nouns have no feminine counterparts and are used in the masculine form both for men and women.

- *doktor, profesor, inżynier, reżyser, świadek*
- *Profesor Malinowska wyjechała do Anglii.*
  - *Czy świadek widział pana K?*
  - *Gdzie jest pani doktor?*
- Formation of adjectives from nouns.

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This is done by adding the following suffixes to the stem:

- *-ski*
  - *Polska - polski*
  - *Francuz - francuski*
  - *Warszawa - warszawski*
- *-cki*
  - *student - studencki*
  - *Grecja - grecki*
- *-owy*
  - *metal - metalowy*
  - *dom - domowy*
  - *poczta - pocztowy*
- *-ny*
  - *szkoła - szkolny*
  - *nuda - nudny*
  - *trud - trudny*
- *-iczny*
  - *tragedia - tragiczny*
  - *chemik - chemiczny*
  - *geografia - geograficzny*
- *-yczny:*
  - *turysta - turystyczny*
  - *historia - historyczny*
- Formation of opposites of adjectives and adverbs by the addition of *nie-*
  - *dobry - niedobry*
  - *spokojny - niespokojny*
  - *drogo - niedrogo*
  - *długo - niedługo*
- (a) Verbal nouns with the suffix *-anie* are formed from infinitives ending in *-ać*
  - *-ać*
    - *oglądać - oglądanie*
    - *kupować - kupowanie*
    - *na/pisać - na/pisanie*
    - *za/planować - za/planowanie*

(b) Verbal nouns with the suffix *-enie* are formed from infinitives ending in *-eć/ec, -ić/yć*

- *-eć/ec*
  - *zrozumieć - zrozumienie*
  - *piec - pieczenie*
- *-ić/yć*
  - *chodzić - chodzenie*
  - *z/robić - z/robienie*
  - *za/prosić - za/proszenie*
  - *służyć - służenie*

(c) Verbal nouns with the suffix *-cie* are formed from infinitives ending in *-uć, -ić/yć*

- *-uć*
  - *zatruc - zatrucie*
  - *zepsuć - zepsucie*
- *-ić*
  - *pić - picie*
- *-yć*
  - *myć - mycie*

(d) Verbal nouns with the suffix *-ęcie* are formed from infinitives ending in *-ąć*

- *ąć*
  - *zamknąć - zamknięcie*
  - *przyjąć/przyjęcie*
  - *rozpocząć - rozpoczęcie*

(e) Certain verbal nouns have lost their verbal meaning and have become nouns. They are neuter in gender and have plural forms

- *mieszkać – mieszkanie/a*
- *zająć – zajęcie/a*
- *ćwiczyć – ćwiczenie/a*

Suffixes added to known words to form further nouns

- *robota – robotnik*
- *trud – trudność*
- *śpiew – śpiewak*

Suffixes added to nouns to form verbs

- *odpoczynek – odpoczywać*
- *przegląd – przeglądać*
- *pismo – pisać*
- *interes – interesować*
- *telefon – telefonować*
- Diminutives

Apart from diminutives of proper names like, for example, *Ewa-Ewunia, Jan-Janek, Barbara-Basia, Jerzy-Jurek*, the majority of common nouns may also be used in their diminutive form. It indicates either a small size or is used in intimate conversations. The most common suffixes forming diminutives from basic nouns are the following:

- masculine *-ek* (eg *dom - domek, pies - piesek, kubek - kubeczek*)
- masculine *-ik/yk* (eg *samochód - samochodzik, but - bucik, stół - stolik, strumień - strumyk*)
- feminine *-ka* (eg *herbata - herbatka, książka - książeczka, bajka - bajeczka*)
- neuter *-ko* (eg *krzesło - krzeselko, mleko - mleczko, oko - oczko*)

Note that some diminutives have a meaning different from their basic forms or have two meanings:

- *woda - wódka*
- *sałata - sałatka*
- *biuro - biurko*
- *kanapa - kanapka*
- *zegar - zegarek*

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Many adjectives may also be used in diminutive form. The suffix *-utki/a/e* is the most common with adjectival diminutives.

- *mały - malutki*
- *słodka - słodziutka*
- *zgrabne - zgrabniutkie*
- Adjectival compounds denoting colours.

(a) In questions asking for colour, the genitive case is used instead of the nominative.

- *Jakiego koloru jest twoja nowa sukienka?*

In answers to such questions two forms may be used, i.e. nominative or genitive

- *Moja nowa sukienka jest zielona.*
- *Moja nowa sukienka jest zielonego koloru.*

(b) In adjectival compounds denoting two colours, two adjectives indicating colour are used.

The first one has the ending *-o*, the last one ends in *-y*, *-a*, *-e* depending on the gender of the noun being modified. The adjectives are joined by a hyphen.

- *biało-czerwona flaga*
- *szaro-niebieskie niebo*
- *żółto-czarny but*
- The reflexive pronoun *się* with verbs.

(a) Certain verbs are always reflexive, i.e. they are always accompanied by *się*

- *napić się*
- *cieszyć się*
- *bać się*

(b) Some verbs never take *się* in personal forms.

- *czytać*
- *iść*
- *pić*
- *pisać*

(c) The majority of verbs may appear with or without *się*, in which case the presence or absence of *się* changes the meaning of the preceding verb.

- *uczyć - uczyć się*
- *ubierać - ubierać się*
- *przedstawić - przedstawić się*

(d) In a succession of two or more reflexive verbs, the reflexive pronoun *się* is usually not repeated.

- *Tomek denerwuje się i boi.*
- *Janek goli się i myje.*
- Loan words which have a Polish ending or spelling.
- *dżinsy, dżem, menadżer, telewizor, spiker, kemping.*
- Impersonal phrases and sentences.

(a) Words like *wolno*, *warto*, *można*, *trzeba*, *należy* are followed by an infinitive.

- *Czy wolno gotować?*
- *Nie wolno wprowadzać psów.*
- *Można dodać...*



- *Gdzie można umyć ręce?*
- *Trzeba zacząć od...*
- *Nie należy przesadzać.*
- *Warto dodać, że...*
- *Czy warto się tak męczyć?*

(b) Passive participle with the adjectival ending -o, (*mówiono, słyszano*) can also be used in impersonal phrases and sentences.

- *Podano kolację*
- *Co mówiono o Kościuszcze?*
- *Dlaczego nie zbudowano tu lepszej drogi?*
- *Wiele już o tym pisano.*

(c) Some impersonal phrases are often expressed by third person singular or plural.

- *Dużo mówi się o...*
- *Ludzie mówią...*
- *Często słyszy się...*
- Forms of addressing people in Polish.

Young people, friends and relatives address each other in the 2nd person singular. Otherwise *pan/panowie, pani/panie, państwo* are used. *Pani* refers to both married and unmarried women.

After the singular forms (*pan, pani*) a verb in the 3rd person singular is used. After the plural forms (*panowie, panie, państwo*) a verb in the 3rd person plural is used.

- *Czy jesteś zadowolony?*
- *Czy pan jest zadowolony?*
- *Czy pani jest zadowolona?*
- *Czy panowie są zadowoleni?*
- *Czy panie są zadowolone?*
- *Czy państwo są zadowoleni?*

In less formal relations after the forms *panowie, panie, państwo*, a verb in the 2nd person plural is used more and more frequently.

- *Czy panowie jesteście zadowoleni?*
- *Czy panie jesteście zadowolone?*
- *Czy państwo jesteście zadowoleni?*

When addressing a person one should not use the addressee's last name. It is considered bad style. Quite often, however, the word *pan, pani* is followed by the addressee's title or rank. Using a title or rank alone is considered impolite.

- *Czy pan profesor jest zadowolony?*
- *Czy pan dyrektor jest zadowolony?*
- *Czy pani doktor jest zadowolona?*

In more familiar relations the word *pan, pani* may be used followed by the addressee's first name. Both *pan, pani* and the name are used in the vocative.

- *Panie Jurku, czy jest pan zadowolony?*
- *Pani Basiu, czy jest pani zadowolona?*

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When addressing a person or attracting somebody's attention the word *pan*, *pani* is preceded by *proszę* or *przepraszam*. Note that after *proszę* the genitive form is used, while after *przepraszam* the accusative is used.

- *Proszę pana, gdzie jest dworzec?*
- *Proszę pani, gdzie jest postój taksówek?*
- *Przepraszam pana, jak dojechać do hotelu?*
- *Przepraszam panią, która godzina?*

Greetings like *dzień dobry* may be followed by *pan*, *pani* which is considered very polite. They are followed by nouns in the dative.

- *Dobry wieczór panu.*
- *Dobranoc paniom.*
- *Dzień dobry państwu.*
- Formation of feminine nouns
  - Feminine nouns denoting persons or animals are formed by adding the suffix *-ka*, *-ica*, *-anka*, *-yni* to the masculine noun stem.
  - *-ka*:
    - *kot - kotka*
    - *nauczyciel - nauczycielka*
    - *ekspedient - ekspedientka*
  - *-ica*:
    - *uczeń - uczennica*
    - *robotnik - robotnica*
    - *siostrzeniec - siostrzenica*
  - *-yni*
    - *gospodarz - gospodyni*
    - *dozorca - dozorczyń*
    - *wychowawca - wychowawczyń*
  - *-anka*
    - *kolega - koleżanka*
    - *Krakowiak - Krakowianka*

### 3.4.1.6 Using cognates and near-cognates

There are some words, (eg *cylinder*, *nowela*, *karawan*, *argument*, *ekspedient*), whose meanings in Polish and English are totally different and therefore make it necessary to use this strategy with care. However, for every misleading word there are many others of which English speaking learners of Polish can, with practice, make good use. These fall into two main categories.

#### Cognates

There are very many words which have the same form, and essentially the same meaning, in Polish and in English (eg *anegdota*, *astronauta*, *badminton*, *dieta*, *defekt*, *generał*). When such words occur in a context and learners can be expected to understand them in English, they will be expected also to understand them in Polish.

#### Near-cognates

Learners will be expected to understand words which meet the criteria above, but which differ slightly in their written form in Polish usually by the addition of one or more Polish characters and/or the repetition, change or withdrawal of letter or letters (eg *ambicja*, *telefon*, *paszport*, *adres*, *akcent*, *apetyt*, *autor*, *bandaż*).

### 3.4.1.7 Using common patterns between Polish and English

There are some words in Polish, which, although neither cognates or near-cognates, can be easily understood with the application of a few simple rules. When words which can be understood using the rules below occur in context, students will be expected to understand them:

English words ending in ‘-tion’ are sometimes translated into Polish by changing the ending to ‘-*acja*’ (e.g. station - *stacja*, ambition - *ambicja*, situation - *sytuacja*)

English words ending in ‘-sion’ are sometimes translated into Polish by changing the ending to ‘-*zja*’ (eg television - *telewizja*, vision - *wizja*)

There are many words in present-day colloquial and technical Polish which have been taken from English, but given Polish spelling and a Polish ending (eg *leasing*, *dealerzy*, *manadżer*, *komputer*).

It is expected that strategies such as those outlined above will generally be more easily applied in reading than in listening, as reading offers more opportunities to slow down, to look at unknown items at some leisure and to study the context. For the same reasons, use of dictionary is often a more feasible proposition when reading than when listening. However, the general strategies for understanding listed above can, with practice, be used successfully in listening to Polish. In order to hear accurately, candidates should have the relationship between the spoken and written language brought to their attention. Words which look the same in Polish and English may sound different and conversely, words with similar sounds may be written very differently in the two languages.

## 3.4.2 Strategies for production

Research and experience show that people who communicate effectively in a foreign language tend to make good use of systematic and efficient verbal and non-verbal strategies in order to get meaning across, in spite of their imperfect command of the language.

Individual students may fail to learn, or forget language items required by some test items, or they may wish to attempt to go beyond the demands of the specification in completing the task set.

In these circumstances, the following strategies can prove useful. They fall into two main categories: non-verbal and verbal. The non-verbal strategies described below are clearly of limited value in the speaking tests of this examination; they may, however, prove useful to the learner.

### 3.4.2.1 Non-verbal strategies

#### Pointing and demonstration

Accompanied by some appropriate language (eg *jak to*, *podobne do tego*, *jak to się nazywa?*)

#### Expression and gesture

Accompanied where appropriate with sounds (eg ‘Oh!’ which, with appropriate intonation, facial expression and gestures can convey such attitudes and functions as pain, surprise, anger, fear, pleasure and admiration).

#### Mime

This again can be accompanied by appropriate sounds and language, and can sometimes help communication to be maintained when it might otherwise break down. This strategy has obvious limitations in an oral test which is recorded and assessed on the basis of the recording.

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## Drawing

Can be an efficient strategy with some tasks (especially written) and can convey both attitude and information (eg J or L a diagram showing how to get from one point (eg a station) to another (eg a home)).

### 3.4.2.2 Verbal strategies

#### Using a word which refers to a similar item

Using a similar word to the one the speaker/writer wishes to refer to, but for which he/she has forgotten the word (eg *filizanka* for *szklanka*, *kwiat* for *róża*, or *ojciec i matka* for *rodzice*). This strategy is not always effective and its use would be assessed according to its effectiveness in a particular context.

#### Description of physical properties

Using description to refer to something of which the name has been forgotten (eg *jest okrągłe; to, na czym się siedzi przy stole; mała owca; owoc, który Ewa dała Adamowi*). The physical properties refer, for example, to colour, size, material, position and shape. Again, the use of this strategy in an exam would be assessed according to its communicative effectiveness.

#### Requests for help

Can include requests for translation (eg *Jak się mówi po polsku ... ?*) and questions which make no reference to English (eg *Jak się ta maszyna nazywa? Jak to się pisze?*) Use of this strategy in the exam will not allow students to be given full credit. However, it is clearly preferable to use such requests for help than for communication to break down and its use will be assessed according to the context. When requests for help with specific problems occur, the teacher should maintain the role of a sympathetic native speaker and help accordingly. The teacher should, of course, avoid taking over from the student and carrying out the tasks set.

#### Simplification

When a learner avoids the use of a form of which he/she is unsure (eg *chcę zrobić* instead of *chciałabym zrobić* or *może wpadniecie do nas* instead of *może wpadlibyście do nas*). When such simple forms are used correctly and appropriately they will be awarded high marks. Correct and appropriate use of more complex forms will also be rewarded. A systematic use of simplified forms may reduce error, facilitate communication and increase fluency, but if overused, this strategy may result in students failing to make full use of their capabilities.

#### Paraphrase

Where a student uses words and messages in acceptable Polish, avoiding the use of words which he/she has forgotten (eg *ona nie ma męża* or *jest panną; podobne do..., wygląda tak jak..., ma przeciwne znaczenie co...*). When used well, this strategy communicates the message effectively to a sympathetic native speaker and such use in an exam would be assessed accordingly.

#### Reference to specific features

A learner may use this strategy to describe something of which he/she has forgotten the name (eg *zwierzę z długimi uszami; kwiat, który ma kolce*). This strategy is often quite effective, and effective use would be assessed accordingly in an exam.

### Reference to the function of an object

Similarly a student may refer to the actions that can be performed with an object whose name he/she does not know (eg *coś, co się używa do otwierania butelek*). This is a commonly used strategy which is usually effective in communicative terms.

Another strategy sometimes used by language learners is word coinage, the creation of words based either on English or Polish words. This strategy usually produces words which do not exist in Polish or which, if they do exist, have a different meaning from the one intended. The use of this strategy is rarely effective in promoting communication and students would be well advised to use it only if all other strategies fail.

Another commonly used strategy is topic avoidance, when the student ignores or abandons a topic because of inability to deal with it. Use of this strategy in the exam will not allow the student to be given full credit. Use of it in a learning situation will reduce opportunities for the development or expansion of the student's repertoire. It is, therefore, a strategy which should be discouraged, as a basic condition for communication strategies to have a potential learning effect is that they are governed by achievement, rather than avoidance behaviour. Approaches which lay more stress on correctness than on communication will tend to encourage the use of avoidance strategies.

Appropriate use of the dictionary will help students to tackle particular difficulties and help eliminate the need to resort to avoidance.

Evidence suggests that the availability of a range of strategies such as those outlined above, and flexibility in their use, represent an important advantage in overall communicative effectiveness. It also appears that the most effective strategies demand some linguistic proficiency and that the more proficient speakers are also better at using communication strategies effectively. The development of such strategies cannot, therefore, be seen as encouragement not to develop linguistic knowledge as much as possible. Strategic competence is not a substitute for vocabulary learning, for example, but a useful supplement. Indeed, all language users make use of communication strategies, even in their first language, and really successful strategies usually pass unnoticed.

## 3.5 Vocabulary

The minimum core vocabulary lists are primarily intended as a guide for teachers to assist in the planning of schemes of work.

The assessment tasks at Foundation Tier will require students to understand and respond to common or familiar words and/or forms of words that are not on the vocabulary list.

The assessment tasks at Higher Tier will require students to understand and respond to words and/or forms of words that are not on the vocabulary list and which are less common or familiar than those used in relation to Foundation Tier assessments.

Vocabulary listed under a particular theme should be considered transferable, as appropriate, to the other themes.

Students will be expected to be familiar with feminine forms of nouns/adjectives where these are not given.

### 3.5.1 Rubrics and instructions

The following is a guide to the sort of rubrics and instructions which will be used in Section B of the Listening and Reading exams. The list is indicative, not exclusive.

Polish	English
NB Możesz użyć tę samą literę więcej niż jeden raz.	<b>NB</b> You can use the same letter more than once.
Która to jest osoba? Napisz imię właściwej osoby.	Which person is it? Write the name of the correct person.
Kto to jest? Napisz imię tej osoby.	Who is it? Write the name of the correct person.
Wybierz poprawne zdanie. Wybierz (dwa) poprawne zdania.	Choose the correct sentence. Choose (two) correct sentences.
Wybierz poprawną odpowiedź.	Choose the correct answer.
Dokończ/ uzupełnij ... po polsku.	Complete...in <b>Polish</b> .
Uzupełnij tabelkę.	Complete the grid.
Uzupełnij tekst słowami wybranymi z listy poniżej.	Complete the following text with words from the list below.
Zdecyduj, czy to jest: prawda (P), fałsz (F), czy nie jest wspomniane w tekście (?). Napisz P, F, ?.	Decide if it is True ( <b>P</b> ), False ( <b>N</b> ) or Not Mentioned ( <b>?</b> ). Write <b>P</b> , <b>N</b> or <b>?</b> .
Podaj dwa szczegóły/ detale.	Give (two) details.
Posłuchaj tego urywka.../ fragmentu.../ wyjątku... Posłuchaj rozmowy/ wywiadu/ raportu...	Listen to this passage ... /this extract ... Listen to this conversation/this interview/this report ...
Wpisz poprawną literę w każdą kratkę.	Write the correct letter in each box.
Wpisz porawną literę w kratkę.	Write the correct letter in the box.
Wpisz porawne litery w kratki.	Write the correct letters in the boxes.
Rozpoznaj/ zidentyfikuj właściwą osobę.	Identify the correct person.
Nie musisz pisać pełnymi zdaniami.	It is not necessary to write in full sentences.
Przeczytaj....	Read...
Wymień jedną stronę pozytywną i jedną negatywną. Wymień jedną zaletę i jedną wadę.	Mention one positive and one negative aspect. Mention one advantage and one disadvantage.

Polish	English
Dla opinii pozytywnej napisz P Dla opinii negatywnej napisz N Dla opinii pozytywnej i negatywnej napisz P+N	For a positive opinion, write <b>P</b> For a negative opinion, write <b>N</b> For a positive and negative opinion, write <b>P+N</b>
Która odpowiedź jest poprawna?	Which is the correct answer?
Wypełnij luki.	Fill in the blanks.
Odpowiedz na te pytania.	Answer these questions.
Odpowiedz (na te pytania) po polsku.	Answer (the questions) in <b>Polish</b> .

The following is a guide to the sort of rubrics and instructions which will be used in the Writing exam. The list is indicative, not exclusive.

Polish	English
Opisz...	Describe...
Napisz...	Write...
Napisz około 40 słów po polsku.	Write approximately <b>40</b> words in <b>Polish</b> .
Napisz około 90 słów po polsku. Napisz coś na temat każdego podpunktu.	Write approximately <b>90</b> words in <b>Polish</b> . Write something about each bullet point.
Napisz około 150 słów po polsku. Napisz coś na temat obydwu podpunktów.	Write approximately <b>150</b> words in <b>Polish</b> . Write something about both bullet points.
Co widzisz na fotografii? Napisz cztery zdania po polsku.	Write four sentences in <b>Polish</b> about the photo.
Wspomnij.../ Wymień...	Mention...

## 3.5.2 General vocabulary

Students will be expected to use and understand the general vocabulary listed below. This vocabulary is not restricted to specific settings and can occur in any of the themes listed in the specification.

### 3.5.2.1 Comparisons

Polish	English
podobny	similar

Polish	English
przeciwny	opposite
różny (różnie)	different(ly)
taki sam	the same, equal
dobry, lepszy, najlepszy	good, better, the best
inny	different
mniej	less
porównać	to compare
przynajmniej	at least
różnica	difference
różny	different
taki jak	as ... as
w zasadzie; w sumie	in principle
wiele; więcej; najwięcej	much, more, the most
wysoki; wyższy; najwyższy	high, higher, the highest
zły; gorszy, najgorszy	bad, worse, the worst

### 3.5.2.2 Conjunctions and connectives

Polish	English
aby	so that, in order that
albo...albo	either ... or ...
ani...ani	neither ... nor
aż do	until, up to
bez wątpienia	without a doubt
czy	whether
dlatego, z tego powodu	therefore, because of that



Polish	English
jakby; jak gdyby	as if, as though
jakkolwiek	anyhow
jednak	nevertheless
jeżeli	if, provided that
kiedy	when
najpierw	at first
naprawdę	actually, really
nie tylko ....ale również	not only ... but also
niemniej jednak	if, nevertheless
niestety	unfortunately
oczywiście	of course, obviously
od	from
od kiedy	since
oprócz, z wyjątkiem	besides, apart from, except
po pierwsze, po drugie, po trzecie	firstly, secondly, thirdly
podczas, gdy	while
pomimo to	despite, nevertheless, even so
pomimo że	although
ponieważ	because
potem	afterwards
przecież	after all
przypadkiem	by chance
też	also
to jest	that is (ie)

Polish	English
w każdym razie	anyway, in any case
w końcu	eventually, in the end, finally
w przeciwnym razie	otherwise, or else
zanim	before
że	that
żeby	(in order) to

### 3.5.2.3 Prepositions

Polish	English
do	to
na	on
od	from
przy	near, by
bez	without
dla	for
dookoła, około	around, at about
koło	near
naprzeciw	opposite
obok	next to, beside
po, zgodnie z	after, according to
pod	under, below
podczas	during
pomiędzy	between
ponad	over, above
przed	in front of, before, ago

Polish	English
przez	through
z	from, with
z powodu	because of
za	behind

### 3.5.2.4 Negatives

Polish	English
wcale	not at all
ani	not even
już nie	no longer
nic	nothing
nigdy	never
nikt	nobody
nie	not
jeszcze nie	not yet
zupełnie nie	not at all

### 3.5.2.5 Alphabet

Students are expected to know the letters of the alphabet.

Polish	English
litera	letter
przeliterować	to spell

### 3.5.2.6 Numbers

Students are expected to know the cardinal numbers 0 - 1,000 and the word for 1,000,000 = Milion.

They are also expected to know the ordinal numbers first - tenth eg 1st = pierwszy; 2nd = drugi; 3rd = trzeci etc.

### Other number expressions

Polish	English
cyfra	figure, digit
liczba, numer	number
para	pair
tuzin	dozen

### 3.5.2.7 Money

Polish	English
banknot	note
drobne	small change
gotówka	cash
kieszonkowe	pocket money
moneta	coin
rozmienić	to change
złotówka, jeden złoty, dwa złote, pięć złotych	one zloty, two zloty, five zloty

### 3.5.2.8 Asking questions

Polish	English
Co to jest?	What is this?
Co widzisz na fotografii?	What do you see on the photograph?
Co?	What?
Czy?	Word put at the start of a sentence to make it into a question
Dlaczego?	Why?
Dokąd?	Where to?
Gdzie?	Where?
Ile?	How much/many?

Polish	English
Jak długo?	How long?
Jak?	How?
Jaki?	What sort of ...?
Kiedy?	When?
Kto?	Who?
Który?	Which? Which one?
Skąd?	Where from?
Z czym?	What with?

### 3.5.2.9 Greetings and exclamations

Polish	English
Bardzo mi miło	It's a pleasure
Do widzenia	Goodbye
Do zobaczenia	See you later
Dzień dobry	Good morning
Dziękuję	Thank you
Gratulacje!	Congratulations!
Na zdrowie!	Cheers!
Nie ma za co	You're welcome, don't mention it
Powodzenia!	Good luck!
Przepraszam	Excuse me/sorry
Ratunku! Na pomoc!	Help!
Smacznego!	Bon appétit! enjoy your meal!
Udanych wakacji!	Have a good/nice holiday!
Wesołych Świąt!	Merry Christmas!

Polish	English
Witamy!	Welcome!
Wszystkiego najlepszego!	All the best!

### 3.5.2.10 Opinions

Polish	English
bać się	to be afraid
bezmyślny	thoughtless
bezpieczny	safe
bezsensowny	senseless
bezużyteczny	useless
być przeciwko czemuś	to be against something
być za czymś	to be in favour of something
całkowicie	completely
cieszyć się	to be glad/ happy
cudowny/ wspaniały	marvellous
drogi	expensive, dear
głupi	stupid
imponujący	impressive
interesować się czymś	to be interested in something
kochać	to love
kochany	dear
lubić	to like, to enjoy
lubię to	I like it
łatwy	easy
mieć czegoś dość	to be fed up with something

Polish	English
miły	pleasant
może	perhaps
możliwy	possible
myśleć	to think
naprawdę	really
nawet	even
nie mieć pojęcia	to have no idea/no clue
niegrzeczny	naughty
niemożliwy	impossible
nienawidzić	to hate
niepewny	unsure
niespokojny	anxious, apprehensive
niewiarygodny	unbelievable
nudzić się	to be bored
okropny	terrible
pewny, na pewno	definite, definitely, certainly
pomysł	idea
popsuty, zepsuty	broken, damaged
pożyteczny	useful
prawdopodobnie	probably
prawdziwy	real
prosty	simple
przygnębiony	depressed
straszny	dreadful

Polish	English
szkoda, (że ...)	it's a shame/pity (that ...)
tani	cheap
to jest niepoprawne	that's not right/correct
to zależy od ...	it depends on ..., whether ...
trudny	difficult
ważny	important
wierzyć	to believe
woleć	to prefer
wrażliwy	sensitive
wspaniały	wonderful, excellent, brilliant
wszystko jedno	it doesn't matter, it's all the same
wygodny	comfortable
zabawny	amusing, funny
zadowolony	happy, glad, pleased, satisfied
zaskoczony	surprised
zgadzać się	to agree
zły, zagniewany	cross, angry, annoyed
znakomity, wybitny	excellent, outstanding
życzyć	to wish

### 3.5.2.11 Expressions of time

#### Seasons

Polish	English
jesień	autumn
lato	summer



Polish	English
pora roku	season
wiosna	spring
zima	winter

### Months of the year, days of the week

Polish	English
czerwiec	June
czwartek	Thursday
dzień	day
grudzień	December
kwiecień	April
lipiec	July
listopad	November
luty	February
maj	May
marzec	March
miesiąc	month
niedziela	Sunday
październik	October
piątek	Friday
poniedziałek	Monday
rok	year
sierpień	August
sobota	Saturday
styczeń	January

Polish	English
środa	Wednesday
tydzień	week
wrzesień	September
wtorek	Tuesday

### The Clock

Polish	English
czas	time
dokładnie	exactly
godzina	hour (length)
Która jest godzina?	What time is it?
kwadrans	a quarter
na czas	on time
o której godzinie?	at what time?
południe	midday
pół	half
północ	midnight
późno	late
spóźnia się, śpieszy się (zegar, zegarek)	it is slow, it is fast (clock, watch)

### Other expressions of time

Polish	English
chwila	moment
codziennie	every day
czasami	now and again, sometimes
czasy	times

Polish	English
często	often
data	date
do niedawna	until recently
dzisiaj/ dziś	today
jutro	tomorrow
już	already
na początku	at first
nagle	suddenly
następny	next
natychmiast, zaraz	immediately, straight away
niedługo	soon
noc	night
normalnie	usually
obecny, teraźniejszy	present (time, tense)
od czasu do czasu	from time to time
od	from, since
ostatni	last
ostatnio	recently, lately
początek	beginning, start
pojutrze	the day after tomorrow
popołudnie	afternoon
poprzedni	former
potem, następnie	afterwards
powoli	slowly

Polish	English
prawie	almost, nearly
przedtem	beforehand
przedwczoraj	the day before yesterday
przeszłość, przeszły	past (time, tense)
przez	for (length of time)
przyszłość, przyszedł	future (time, tense)
rano	(in the) morning
raz	once
rzadko	seldom, rarely
skończyć	to finish
szybko	quickly
teraz	now
trwać	to last
w międzyczasie	in the meantime
wcześnie	early
wczoraj	yesterday
wieczór	evening
wiek/ stulecie	century
wielokrotnie	again and again, many times
wreszcie	finally
wtedy	then
z wyprzedzeniem	in advance
zakończyć	to finish
zawsze	always

Polish	English
znowu	again
zwykle	usually

### 3.5.2.12 Location and distance

Polish	English
blisko	near
być położony, znajdować się	to lie, to be situated, to find oneself
daleko	far
do przodu	forwards
do tyłu	backwards
gdzieś	somewhere
miasto	town/city
miejsce	place
mila	mile
na dnie, poniżej	at the bottom, below
na dworze	outside, outdoors
na zewnątrz	outside
niedaleko, blisko	nearby, close to
nigdzie	nowhere
od...do	from ... to
odległy	distant
pomiędzy	among, between
ponad	above
prosto	straight ahead
róg	corner

Polish	English
strona	side
tam	(over) there
tam i z powrotem, powrotny (bilet)	there and back, return (ticket)
tu	here
wewnątrz	inside, indoors
wracać	to go back
wszędzie	everywhere
zostać	to stay

### 3.5.2.13 Weights and measures

Polish	English
butelka	bottle
cały	whole
cienki	thin
ciężki	heavy
dość/ wystarczająco	enough
dużo, wiele	a lot of, lots
funt	pound
gruby	thick, fat
inny	other, different
kawałek	piece
kilka	a few, several
lekki	light
miara	measure
mierzyć	to measure

Polish	English
mniej więcej	about, roughly, more or less
oba	both
ogromnie	enormously
około	about
opakowanie	wrapping
paczka	parcel
pełny	full
plaster	slice
pojedynczy	single
przynajmniej	at least
pudełko, pudło	box
pusty	empty
puszka	can, tin
rozmiar	size
rzecz	thing
szeroki	wide
średniego rozmiaru	medium-sized
torba	bag
trochę	a little, a bit, some
trochę, niewiele	little, not much
waga	weight
ważyć	to weigh
wszystko	everything, all

### 3.5.2.14 Shape

Polish	English
koło	circle
kwadrat	square
okrągły	round
prostokąt	rectangle
trójkąt	triangle

### 3.5.2.15 Weather

Polish	English
błyska się	it's lightning
błyskawica	(flash of) lightning
burza	storm
burza z piorunami	thunderstorm
chłodno	cool
chmura	cloud
cień	shadow
ciężki, ostry	heavy, severe
deszcz	rain
grad	hail
grzmi	it's thundering
grzmot	thunder
księżyc	moon
ładna pogoda	fine weather
mgła	fog
mokro	wet



Polish	English
niebo	sky
pada grad	it's hailing
pochmurnie	overcast, cloudy
pogoda	weather
prognoza pogody	weather forecast
przelotny deszcz	shower
stopień	degree
sucho	dry
śnieg	snow
świecić	to shine
świeży	fresh
wilgotny	damp
zamarzać	to freeze
zimno	cold

### 3.5.2.16 Access

Polish	English
darmowy	free
otwarty	open
otworzyć	to open
wejście	entry, entrance
wstęp	admission
wyjście	exit (building)
zajęty	occupied, engaged
zakazany	forbidden

Polish	English
zamknąć	to close
zamknięty	closed
zjazd	exit (motorway)

### 3.5.2.17 Correctness

Polish	English
dobrze, złe zachowanie	good, bad behaviour
fałszywe, błędne	false, wrong
korekta, poprawa	correction, improvement
mieć rację	to be right
mylić się	to be wrong
obowiązkowy	compulsory
pomyłka , błąd	mistake, error
poprawny, prawidłowy	right, correct
skorygować, poprawić	to correct, to improve

### 3.5.2.18 Materials

Polish	English
bawełna	cotton
drewno	wood
jedwab	silk
tektura	cardboard
papier	paper
skóra	leather
srebro	silver
szkło	glass

Polish	English
welna	wool
złoto	gold
zrobiony z	made of
żelazo	iron

### 3.5.2.19 Common abbreviations

Polish	English
dr	doctor
funt brytyjski	£ = pound sterling
itd.	etc = and so on
m.in.	among other things
np.	eg = for example
PKP	Polish Railways
prof.	professor
tel.	telephone
tj.	ie = that is
ul.	street
wg	according to
WP	Polish Armed Forces
zł.	Polish Zloty

## 3.5.3 Theme based vocabulary (Foundation Tier)

### 3.5.3.1 Identity and culture

#### Me, my family and friends

Polish	English
(bardzo) lubię ...	I like ... (very much)

Polish	English
bezczelny	cheeky
bliźnięta	twins
broda	beard
brzydki	ugly
być w dobrym/ złym nastroju	to be in a good/bad mood
być zawstydzony/ wstydzić się	to be/feel ashamed
być zdenerwowanym	to be annoyed
całować	to kiss
chłopak	boy
cichy	quiet
cierpliwy	patient
członek rodziny	member of the family
czuć	to feel
data urodzenia	date of birth
denerwować kogoś	to get on someone's nerves, to annoy someone
dorosły	adult, grown-up
dowód osobisty	identity card
dziecko	child
dziewczyna	girl
dziwny	strange, odd
głowa	head
imię	first name
istota ludzka	human being
jedynak	only child

Polish	English
karmić	to feed
kłócić się, spieraćć się	to quarrel, to argue
kobieta	woman
kręcony	curly
krok	step
ładny	nice, pretty
lubić	to like
ludzie	people
marzenie	dream
mąż	husband
mężczyzna	man
miejsce urodzenia	place of birth
miejsce zamieszkania	place where you live
młodość	youth
narodziny, poród	birth
nazwać (coś/ kogoś)	to name, to call (something/someone)
nie mogę znieść.../ nie lubię...	I can't stand .../I don't like ...
nieśmiały	shy
niezależny	independent
nogi	legs
oczy	eyes
oddzielić	to separate
odwiedzać	to visit
okulary	spectacles, glasses

Polish	English
opiekować się	to care for, to look after
osobowość	personality
oznaczać	to mean
palce	fingers
piękny	beautiful
plakać	to cry
pleć	sex, gender
plecy	back
pojedynczy	single
pomocny	helpful
poślubić	to marry
poważny	serious
powód	reason
pozbawiony poczucia humoru	without a sense of humour
poznać	to get to know
pozwolić	to allow
prosić, błagać	to ask, to beg
przedstawić się	to introduce oneself
przepraszać	to apologise
przezwiśko	nickname
przyjaźń	friendship
razem	together
ręce	hands
rozwiedziony	divorced

Polish	English
rygorystyczny	strict
sam	alone
samolubny	selfish
schludny, zadbany	tidy, neat
spokojny	calm
ślub	wedding
słynny	famous
śmieszny, komiczny	funny, comical
smutny	sad
sprzeczka	argument
staromodny	old-fashioned
stopa/y	foot/feet
szczery	honest
szczęśliwy	happy
szyja	neck
tatuaż	tattoo
twarz	face
typ, osoba	type, person
ucho	ear
uczucie	feeling
uprzejmy	polite
urodzić się (w dniu)	born (on)
usta	lips
uszy	ears

Polish	English
w separacji	separated
wąs(y)	moustache
wiek	age
wnuczka	grandchild
woleć	to favour, to prefer
wspierać	to support
wybaczyć	to forgive
wyglądać jak	to look like
wziąć rozwód/ rozwieść się	to get divorced
ząb	tooth
zabawny	funny
zabawny, dowcipny	humorous, witty
zaręczyć się	to get engaged
znać (osobę)	to know (a person)
żona	wife
żonaty/ mężatka	married man/woman
związek	relationship
związek partnerski	civil partnership
żyć	to live
żywy	lively

### Technology and everyday life

Polish	English
automatyczna sekretarka	answer phone
dane	data



Polish	English
drukarka	printer
drukować	to print
dzielić się	to share
dzwonek	ringtone, bell
dzwonić (telefon )	to call, to ring (phone)
kropka	dot
kupić	to buy
media społeczne	social media
nadużywać	to abuse
należać do	to belong to
niebezpieczeństwo	danger
ochrona	protection
opisać siebie	to describe (oneself)
otrzymać	to receive
ściągnąć, pobrać	to download
pouczające, edukacyjne	informative, educational
pracować	to work
załadować, wgrać	to upload
rozwijać	to develop
ryzyko	risk
sieć	network
skrzynka pocztowa (email )	mail box (email)
strona główna (internet )	homepage (internet)
ukośnik	forward slash

Polish	English
usunąć	to delete
używać	to use
wiadomość	message
wprowadzić (dane do komputera/telefonu)	to enter (data into computer/phone)
wstydzić się, zawstydzający	to be ashamed, embarrassing
wysłać	to send
wysłać wiadomości SMS	to send an SMS/text message
zapisać dane na komputerze	to save data on computer

### Free time activities

Polish	English
ananas	pineapple
basen kryty	indoor swimming pool
basen odkryty	outdoor swimming pool
bawić się, przyjemnie spędzać czas	to have fun, to enjoy oneself
biały	white
biegać	to run
brzoskwinia	peach
buty	shoes
cebula	onion
cel	goal
chodzić, iść	to walk, to go
ciągnąć	pull
cielęcina / kotlet wieprzowy	veal/pork cutlet
ciężko pracować	to work hard

Polish	English
cukier	sugar
cytryna	lemon
czajnik	kettle
czarny	black
czasopismo	magazine
czereśnia	cherry
czzerwony	red
członek	member
dania na wynos	takeaway
danie dnia	dish of the day
danie główne	main course
dres	track suit
dyktafon	recorder, dictaphone
ekran (TV, komputer)	screen (TV, computer)
fasola	bean
film miłosny	romantic film
film przygodowy	adventure film
film rysunkowy	cartoon
gazeta	newspaper
głos	voice
groch	pea
gruszka	pear
grzyb	mushroom
herbatniki	biscuits

Polish	English
indyk	turkey
iść za	to follow
jabłko	apple
jadalnia	dining hall, dining room
jadłospis	menu
jajko	egg
jedzenie, żywność	food
kalafior	cauliflower
kąpielówki	swimming trunks
kelner	waiter
kiełbasa	sausage
klub młodzieżowy	youth club
konkurencja	competition
kostium kąpielowy	swim suit
kotlet schabowy	pork chop
kręgle	skittles, ten pin bowling
lody	ice cream
łowić ryby	to go fishing
łódka	sailing boat
łyżwiarstwo	ice-skating
makaron	noodles, pasta
malina	raspberry
marchewka	carrot
miękki	soft

Polish	English
morela	apricot
muzyka ludowa	folk music
napiwek	tip
narzekać	to complain
niebieski	blue
nurkować	to dive
obuwie	footwear
ocet	vinegar
ogłoszenie	advertisement
ogórek	cucumber
olej	oil
opłata wstępu, bilet wstępu	admission fee, entry ticket
orzech	nut
ostry, gorący	spicy, hot
owoc	fruit
owsianka	porridge oats
pić	to drink
pieczone mięso	roast meat
pieprz	pepper
pietruszka	parsley, parsnip
piosenka	song
płacić	to pay
plot	fence
pogadać	to have a chat

Polish	English
pokaz, przedstawienie	show, performance
polecać	to recommend
pomarańcza	orange
por	leek
porywające	thrilling
pragnienie	thirst
prasa	press
próbować, smakować	to try, to taste
przegrać, stracić	to lose
przekąska	snack
przynieść	to fetch, to get
przystawka	starter
pyszne	delicious
rachunek	bill
robić na drutach	to knit
rodzaj sportu	type of sport
rozrywka	entertainment, pastime
różowy	pink
rzeczy	things, items
rzucić	to throw
samoobsługa	self-service
sanki	sledge/sleigh
seler	celery
ser	cheese

Polish	English
siatkówka	volley ball
siedzenie	seat
skakać	to jump
słodki	sweet
smaczny	tasty
smażona kiełbaska	fried sausage
sok	juice
spotkać (kogoś)	to meet (someone)
strzelać	to shoot
surowy	raw
szachy	chess
szary	grey
szpinak	spinach
śliwka	plum
śmiać się	to laugh
tenisówki	plimsolls
tort/ ciasto	gateau
trenować	to train
truskawka	strawberry
tuńczyk	tuna
usiąść	to sit down
walczyć	to wrestle
wąchać	to smell
wędrówka	a walk, hike

Polish	English
wiadomości	news
widz	spectator
winogrona	grapes
wiosłować	to row
wspinać się	to climb
zabawka	toy
zacząć	to start, begin
zamówić	to order
zbierać	to collect
zielony	green
ziemniak	potato
zupa	soup
żeglować	to sail
żółty	yellow

### Customs and festivals in Poland

Polish	English
Boże Narodzenie	Christmas Day
być zadowolonym z czegoś	to be pleased about something
choinka	Christmas tree
dostać, otrzymać	to get, to receive
Święto Konstytucji 3 Maja	Constitution Day, 3rd May
Dzień Matki	Mother's Day
Święto Niepodległości	Independence Day
Dzień Świętego Mikołaja, święty Mikołaj	St. Nicholas' Day, Father Christmas



Polish	English
gość	guest
gospodarz	host
kolędy	Christmas carols
Nowy Rok	New Year's Day
obecny	present, attending
oczekiwać	to look forward to
pisanka	decorated Easter egg
podziękować	to thank
procesja uliczna	street procession
Środa Popielcowa	Ash Wednesday
świeca	candle
święcić pokarmy	to bless the food
święto	feast day, holiday
święto państwowe	public holiday
świętować	to celebrate
Sylwester	New Year's Eve
ukryć, schować	to hide
uroczystość	celebration
Walentynki	St Valentine's Day
Wielkanoc	Easter
Wielki Piątek	Good Friday
wieniec adwentowy	Advent wreath
Wigilia	Christmas Eve
zajaczek wielkanocny	Easter bunny

Polish	English
zapalić	to light
zaprosić	to invite

### 3.5.3.2 Local, national, international and global areas of interest

#### Home, town, neighbourhood and region

Polish	English
apteka	pharmacy, chemist's
bankomat	cash point
benzyna	petrol
biblioteka	library
bilet	ticket
blok mieszkaniowy	block of flats
budynek	building
cena	price
chodnik	pavement
Coś jeszcze?	Anything else?
czekać w kolejce	to queue
czynsz	rent
czyścić	to clean
dach	roof
darmo	free of charge
deptak	pedestrian precinct
do wynajęcia	to rent, to hire
dół	downstairs
dom bliźniak	semi-detached house

Polish	English
dom handlowy	department store
dom szeregowy	terraced house
dom wolnostojący	detached house
dostarczyć	to deliver
drzewo	tree
dworzec kolejowy	railway station
dywan	carpet
dzwonić	to ring
fabryka	factory
filiżanka	cup
galeria sztuki	art gallery
garnek	pot/saucepan
góra	mountain
gospodarstwo	farm
gospodarstwo domowe	household
gotować	to cook
iść do domu	to go home
jubiler	jeweller's
kask	helmet
kąt, róg (ulicy)	corner (of street)
klient	customer
klucz	key
koc	blanket
komoda	chest of drawers

Polish	English
korytarz	corridor
korzyść, zaleta, przewaga	advantage
koszyk na zakupy	shopping basket
krajobraz	landscape
księgarnia	book shop
kubek	mug
kuchenka, piec	cooker, stove
kwiat	flower
las	wood, forest
lekki	light
lodówka	fridge
lustro	mirror
łąka	meadow
łóżko piętrowe	bunk bed
łyżeczka	teaspoon
łyżka	spoon
marka	brand, make
meble	furniture
metro	underground train, tube
miasto	town
miejsce	place
mieszkanie	flat, apartment
mieszkaniec	inhabitant
most	bridge

Polish	English
motocykl	motor bike
na piętrze	upstairs
na wsi	countryside
niekorzyść	disadvantage
nóż	knife
obraz	picture
obrus	tablecloth
oferta specjalna	special offer
ogrzewanie	heating
opróżnić	to empty
otoczony przez	surrounded by
owinąć	to wrap up
palnik	hob
papierniczy	stationery (shop)
paragon	receipt
parter	ground floor
patelnia	pan
piekarnia	bakery
piekarnik	oven
piętro	floor, storey
plac zabaw	playground
plakat	poster
pociąg	train
poddasze, strych	attic, loft

Polish	English
podłoga	floor
poduszka	pillow
pole	field
półka	shelf
położyć	to put
pomnik	monument
posiłek	meal
pożyczyć	to borrow
pralnia chemiczna	dry cleaner's
prysznic	shower
przedmieście	suburb
przedpokój	hall
przejście dla pieszych	zebra crossing, pedestrian crossing
przeprowadzić się	to move house
przyjemność	pleasure
przymierzyć	to try on
przyrząd, urządzenie	apparatus, appliance
przystanek	stop
pukać (do drzwi )	to knock (at the door)
robić zakupy	to shop
roślina	plant
rower	bicycle
rynek	market place
rzecz	thing

Polish	English
rzeka	river
rzeźnik, sklep mięsny	butcher's
salon fryzjerski	hairdresser's
sąsiad	neighbour
schody	stairs
schody ruchome	escalator
ściana	wall
sklep	shop
sklep odzieżowy	clothes shop
sklep spożywczy	grocer's shop
skrzyżowanie	crossroads
smażyć	to fry
sprzątać	to tidy up
sprzedaż, wyprzedaż	sale, (clearance) sale
stacja benzynowa	petrol station
stolica	capital city
sufit	ceiling
sygnalizacja świetlna, światła	traffic lights
szafka	cupboard
szuflada	drawer
talerz	plate
torba na zakupy	shopping bag
tramwaj	tram
trawnik	lawn

Polish	English
umywalka	wash-basin
wanna	bathtub
warzywa	vegetable
widelec	fork
wieś	village
wieża	tower
włączyć	to turn on/switch on
własny	own
wózek na zakupy	shopping trolley
wydawać pieniądze	to spend money
wykąpać się	to have a bath
wyłączyć	to turn/switch off
wyprzedane	sold out
wyspa	island
wystawa sklepowa	shop window
wzgórze	hill
zamówienie	order
zamrażarka	freezer
zaoferować	to offer
zasłona	curtain
zatankować	to fill up with petrol/diesel
ziemia	land
złamany	broken
żywopłot	hedge



## Social issues

Polish	English
bezzadny	helpless
ból	pain, ache
brzuch	stomach
być chorym/ chorować	to be sick
być rannym	to be injured
być w dobrej formie	to be in good form
być zależnym od	to be dependent on
choroba	illness
chory	ill
cudzoziemiec	foreigner
Czuję się chory, niedobrze mi	I feel ill, I feel sick
dbać, opiekować się,	to care for, to look after
dobrowolnie	voluntarily
dom rodzinny	family home
dom starców	old people's home
gruby	fat
humanitarny	humane
karetka pogotowia	ambulance
kolor skóry	colour of the skin
krew	blood
lekarstwo	medicine
ludzki	human
martwić się	to worry
nagroda	prize

Polish	English
nałóg	addiction
narkotyk	drug
nieprzytomny	unconscious
nieżywy	dead
nowotwór, rak	cancer
obcy	foreign
oddech	breath
odżywianie	nourishment, nutrition
otyły	obese
palić	to smoke
pierwsza pomoc	First Aid
pijany, odurzony	drunk, intoxicated
poddać się	to give up
pomóc	to help
przytyć	to put on weight
rada	advice
skaleczyć/ zranić	to injure
rasa	race
rasistowski	racist
równość	equality
ruch, ćwiczenie	movement, exercise
schronisko	hostel
schronisko dla zwierząt	animal shelter
schudnąć	to lose weight

Polish	English
serce	heart
spokój, cisza	peace, quiet
straż pożarna	fire brigade
szkodliwy	damaging, harmful
szpital	hospital
świadomy	conscious
tłusty	fatty
trzymać, utrzymać	to hold, to keep
umrzeć	to die
uzależniony	addicted
uzależniony od narkotyków	drug addict
wada	fault, disadvantage
waga	weight
wątroba	liver
wolontariusz	volunteer
wygrać	to win
wypadek	accident
cnota, zaleta	virtue, advantage
zatrzymać	to stop
zdrowie	health
zdrowy	healthy
złamać	to break
życie, żyć	life, to live
żyła	vein

## Global issues

Polish	English
alternatywne źródło energii	alternative source of energy
ankieta	survey
bez ołowiu	lead free
bezdomny	homeless
bezrobotny	unemployed
bieda	poverty, hardship
bogaty	rich
brudny	dirty
chronić	to protect
czyścić	to clean
dom	house
efekt cieplarniany	greenhouse effect
elektrownia	power station
energia słoneczna	solar energy
głośny	noisy
grozić	to threaten
guma do żucia	chewing gum
gwałtowny	violent
hałas	noise
kosz na śmieci	rubbish bin, litter bin
kraść	to steal
kwaśny deszcz	acid rain
makulatura	waste paper
na dworze	outside

Polish	English
niebezpieczny	dangerous
niszczyć	to destroy
odpady organiczne	organic waste
ofiara	victim
ogólnoświatowy	worldwide
ogrzewanie	heating
opakowanie	packaging
oszczędzać	to save
paliwo	fuel
poczucie własnej wartości	self esteem
pojemnik na śmieci	dustbin
potrzebować	to need
powietrze	air
przeludniony	over-populated
przemoc	violence
przestępca	criminal
przestępstwo	crime
przyjazny dla środowiska	environmentally friendly
publiczny	public
rosnąć	to grow
ruch drogowy	traffic
samotny	lonely
silny	strong
skażenie, zanieczyszczenie	pollution

Polish	English
skorupka	eggshell
słaby	weak
sondaż	opinion poll
społeczeństwo	society
szacunek	respect
szkodliwy	harmful
sztuczne tworzywo	synthetic material
ścieżka rowerowa	cycle lane
śmieci, odpady	rubbish, waste
środki transportu	means of transport
środowisko	environment
tlen	oxygen
ubogi	poor
ubóstwo	poverty
uchodźca	refugee
uciekać/ uciec	to flee
uszkodzić, zaszkodzić	to damage, to harm
warstwa ozonowa	ozone layer
węgiel	coal
wojna	war
wrogi	hostile
wspierać	to support
wymierać	to die out
wypędzić, wydalić	to drive out, to expel

Polish	English
wyrzucić	to throw away
zagrzać	to heat, to warm up
zamarznąć	to freeze
zanieczyszczać	to pollute
zanieczyszczenie powietrza/ wody	air/water pollution
złodziej	thief
zniknąć	to disappear
żebrak	beggar
życie	life

#### Travel and tourism

Polish	English
Afryka	Africa
afrykański	African
Ameryka	America
amerykański	American
aparat fotograficzny	camera
angielski	English
Anglia	England
atrakcja turystyczna	tourist attraction
Austria	Austria
austriacki	Austrian
auto, samochód	car
awaria	breakdown
Azja	Asia

Polish	English
bagaż	luggage
Belgia	Belgium
belgijski	Belgian
bilet	ticket
biletomat/ automat biletowy	ticket machine
biuro podróży	travel agency
cel	destination
cierpiący na morską chorobę	seasick
czekać na	to wait for
doświadczyć	to experience
droga, ścieżka	road, path
Dunajec	Dunajec
Dzwon Zygmunta	Zygmunt Bell
Europa	Europe
europejski	European
Francja	France
francuski	French
Gdańsk	Gdańsk
Gdynia	Gdynia
godziny otwarcia	opening times
Hiszpania	Spain
hiszpański	Spanish
Holandia	Netherlands
holenderski	Dutch



Polish	English
Irlandia	Ireland
irlandzki	Irish
jeszcze raz	again
jezioro	lake
Kanał Angielski	English Channel
Kanał la Manche	English Channel
kasa biletowa	ticket office
kemping, obozowisko	campsite
kierunek	direction
korek uliczny	traffic jam
Kraków	Cracow
Londyn	London
lot	flight
lotnisko	airport
łódź	boat
mapa drogowa	road map
morze	sea
Morze Bałtyckie	Baltic Sea
namiot	tent
Niemcy	Germany
niemiecki	German
nocleg	overnight stay
nocleg ze śniadaniem	B&B
obozować	to camp

Polish	English
odebrać	to collect, to pick up
odejść	to leave, to go away
Odra	River Odra
odwiedzić	to visit
opalać się	to sunbathe
oparzenie słoneczne	sunburn
opłata za przejazd	fare
opona	tyre
opóźnienie	delay
pamięć	memory
pas bezpieczeństwa	seat belt
pasażer	passenger
pełne wyżywienie	full board
peron	platform
Pieniny	Pieniny
plaża	beach
płyn/ krem do opalania	suntan lotion
poczekalnia	waiting room
podróż	journey, trip
podróż w obie strony	round trip
podróżny	traveller
podróżować	to travel
pokój dwuosobowy	double room
pokój podwójny	twin bedroom

Polish	English
pokój jednoosobowy	single room
Polska	Poland
Poznań	Poznań
prom	ferry
przegapić, spóźnić się, tęsknić	to miss
przenocować	to stay overnight
przewodnik	guide
przybyć	to arrive
przyczepa kempingowa	caravan
Rosja	Russia
rosyjski	Russian
samolot	aeroplane
schronisko młodzieżowe	youth hostel
skrzynka na listy	letter box
spędzać czas	to spend time
sprawdzić	to check
Stare Miasto	Old Town
Sukiennice	Cloth Hall
szafka	locker
Szkocja	Scotland
szkocki	Scottish
szukać	to look for, to search
Szwajcaria	Switzerland
szwajcarski	Swiss

Polish	English
Szwecja	Sweden
szwedzki	Swedish
Tatry	Tatry
Toruń	Toruń
tory	track
trener	coach
w drodze	on the way
wakacje	holiday
Walia	Wales
walijski	Welsh
walizka	suitcase
warte zobaczenia	worth seeing
Wawel	Wawel
wejść	to get in
widok	view
Wielka Brytania	Great Britain
Wisła	river Vistula
Włochy	Italy
włoski	Italian
Wrocław	Wrocław
wybrzeże	coast
wycieczka	tour, excursion
wyjechać	to depart, to leave
wyjście ewakuacyjne	emergency exit

Polish	English
wypełnić	to fill in
wypożyczalnia rowerów	bicycle hire
za granicą	abroad
Zakopane	Zakopane
zamek	castle
Zamek Królewski	Royal Castle
zmienić	to change
znaczek pocztowy	postage stamp
znany	popular, well-known
zostać	to stay
zwiedzać	to sightsee
zwiedzanie miasta	sightseeing tour of a town/city

### 3.5.3.3 Current and future study and employment

#### My studies

Polish	English
dyrektor szkoły	headteacher, principal
język obcy	foreign language
lekcja	lesson
niesprawiedliwy	unfair
przedmiot szkolny	school subject
sprawiedliwy	fair, just
sprytny	clever, smart, cunning
temat, przedmiot	subject
uczyć (kogoś)	to teach (someone)

Polish	English
uczyć się	to learn

### Life at school/college

Polish	English
apel	assembly
aula	assembly hall
bardzo dobry	very good
biuro	office
tablica	black/whiteboard
bluzka	blouse
ćwiczenie	exercise
ćwiczyć	to practise
dobry	good
dozorca	caretaker
ferie, wakacje	holidays
garnitur	suit
gimnazjum	secondary school
golić	to shave
hala sportowa/ sala gimnastyczna	sports hall
iść na wagar, wagarować	to play truant
koszula	shirt
krawat	tie
kreda	chalk
laboratorium językowe	language lab
leniwy	lazy

Polish	English
linijka	ruler
malować	to paint
mówić, opowiadać	to tell, to narrate
mundurek	school uniform
nieobecny	absent
niewystarczający	insufficient
obliczyć	to calculate
obudzić się	to wake up
ocena	grade, mark
odpowiadać	to answer
pasta do zębów	toothpaste
pisemny	written
plan lekcji	timetable
plecak	rucksack
płaszcz	coat
pokój	room
pokój nauczycielski	staffroom
poprawić	to correct
poradzić sobie	to manage, to cope
powtarzać	to repeat
pracowity	hard working
presja, aby osiągnąć dobre oceny	pressure to achieve good marks/grades
próbować	to try
przebierać się	to get changed

Polish	English
przebieralnia	changing room
przerwa	break
pytanie	question
reguła	rule
rozbierać się	to get undressed
rozmawiać	to chat, to talk
rozumieć	to understand
rysować	to draw
słownik	dictionary
słuchać	to listen
spodnie	trousers
spódnica	skirt
strona	page
sukienka/ suknia	dress
szalik	scarf
szczoteczka do zębów	toothbrush
szkolna wycieczka	school trip
szkolne podwórze	playground
szkoła podstawowa	primary school
szkoła średnia	high school
szkoła z internatem	boarding school
świadectwo szkolne	school report
świadectwo ukończenia szkoły	school leaving certificate
temperówka	pencil sharpener



Polish	English
trwać	to last
tworzyć	to create
ubierać się	to get dressed
uczeń	student
udany	successful
umyć się	to have a wash
usiąść	to sit down
ustnie	orally
wiedzieć	to know (a fact)
wstać	to get up
wybierać	to choose
wybór	choice
wyjaśnić	to explain
wymiana	exchange
wystarczający	sufficient
zadanie domowe	homework
zadowolający	satisfactory
zapytać	to ask
zdać (egzamin/ test )	to pass (exam/test)
zostać za karę po lekcjach	to have a detention
zostawiać	to leave
zwracać uwagę	to pay attention

## Education post-16

Polish	English
decydować	to decide
doświadczenie	experience, experiment
doświadczenie zawodowe	work experience
gotowe, wykonane	ready, done
kolega	friend
kurs	course
list	letter
matura	A-level equivalent
miejsce na uniwersytecie	university place
okazja	opportunity
płaca	wage
płaca minimalna	minimum wage
praca na pół etatu	part-time job
pracować	to work
praktyka	apprenticeship
praktykant	trainee
prawo jazdy	driving licence
rada	advice
semestr	term
szef	boss
szkolenia zawodowe	job training
szkoła zawodowa	vocational school
ubiegać się o	to apply for
zarabiać	to earn

Polish	English
życiorys (CV)	curriculum vitae (CV)

### Jobs, career choices and ambitions

Polish	English
biuro	office
budować	to build
budowlaniec/ pracownik budowlany	builder
cały dzień	all day
chcieć, życzyć	to want, to wish
cieśla	carpenter
decydować	to decide
emeryt	pensioner
farmaceuta	pharmacist, chemist
fryzjer	hairdresser
gospodyni domowa	housewife
hydraulik	plumber
kariera	career
kasjer, urzędnik bankowy	cashier, bank clerk
kierowca ciężarówki	lorry driver
kucharz	chef, cook
lekarz	doctor
listonosz	postman
malarz, dekorator	painter, decorator
na zewnątrz, na otwartym powietrzu	outside, in the open air
nauczyciel	teacher

Polish	English
naukowiec	scientist
ogrodnik	gardener
piekarz	baker
pielęgniarka	nurse
podanie	application
podwyżka	pay rise
policjant	policeman
posiadać	to own
praca na pełny etat	full time work
praca na pół etatu	part time job
praca na zmiany	shift work
praca, zawód	job, occupation
pracownik	employee
proboszcz, ksiądz	parish priest
programista	programmer
projektant	designer
randka	date
rolnik	farmer
rozmowa kwalifikacyjna	job interview
rzeźnik	butcher
spełniać	to fulfil
spotkanie	appointment
sprzedawca	shop assistant
strażak	firefighter, fireman

Polish	English
szukać	to look for, to search for
urzędnik państwowy	civil servant
weterynarz	vet
właściciel	owner
wynagrodzenie	salary
zapłata	payment
zatrudniony	employed

### 3.5.4 Theme based vocabulary (Higher Tier)

#### 3.5.4.1 Identity and culture

##### Me, my family and friends

Polish	English
bratanek	nephew
cierpieć	to suffer
denerwować	to annoy
hojny	generous
kawaler	bachelor
krewny	relative
małżeństwo	marriage
mieć dobre poczucie humoru	to have a good sense of humour
narzeczony, narzeczona	fiancé(e)
niezawodny	reliable
obcy, nieznamy	foreign, unknown
obrączka	wedding ring
opiekować się	to look after

Polish	English
pan młody	bridegroom
panna młoda	bride
pewny siebie	self-confident
pojedynczy	single
popisywać się	to show off
ramię	shoulder
samotny rodzic	single parent
siostrzenica	niece
ślub	wedding
sprostać czemuś	to cope with something
szalony	crazy
szwagier/ szwagierka	brother-in-law/sister-in-law
teść/ teściowa	father-in-law/mother-in law
wątpić	to doubt
wierny	faithful
wnuczka	granddaughter
wnuk	grandson
wrócić	to return
wspólnie	together, jointly
wybaczyć	to forgive
zrozumiały	conceited
zazdrosny	jealous
znajomy, przyjaciel	acquaintance, friend
zrozumienie	understanding

Polish	English
zrównoważony	balanced
związek	relationship
żywy	lively

### Technology and everyday life

Polish	English
aplikacje	applications
bezpieczeństwo	safety
internauta	internet user
konsola do gier	game console
konto	account
monitor	screen
nagrywać	to record
oprogramowanie	software
potężny (akumulator , procesor)?	powerful (battery, processor)
strona główna	home page
system operacyjny	operating system
usunąć	to delete
ustawienia	settings

### Free time activities

Polish	English
bębny	drums
chude mleko	skimmed milk
cielęcina	veal
czosnek	garlic

Polish	English
nastolatek	adolescent, teenager
domowej roboty	home made
dyrygent	conductor (of orchestra/choir)
ekscytujący	exciting
flet	flute
gazowana woda mineralna	fizzy mineral water
gęś	goose
jagnięcina	lamb (meat)
jajecznica	scrambled eggs
kaczka	duck
lekkoatletyka	athletics
łosoś	salmon
łyżwiarstwo	ice skating
mąka	flour
męczący	tiring
mięso wieprzowe	pork
mięso wołowe	beef
miód	honey
mleko półtłuste	semi-skimmed milk
nagrać	to record
niespodzianka	surprise
pełne mleko	full fat milk
perkusja	percussion
pikantny	spicy



Polish	English
podtytuł	subtitle
pstrąg	trout
pyszne	tasty
skrzypce	violin
smażone jajko	fried egg
szachy	chess
telewizor	TV
wędzony	smoked
wspinaczka górską	mountain climbing
wynik	result
występ	performance
wyścig	race (sport)
zabawa, radość	fun, enjoyment
zawody	tournament

#### Customs and festivals in Poland

Polish	English
Boże Ciało	Corpus Christi
gościnność	hospitality
Prima Aprilis	April Fool's Day
Święto Trzech Króli	Epiphany
Zielone Święta/Świątki	Pentecost, Whitsun

#### 3.5.4.2 Local, national, international and global areas of interest

## Home, town, neighbourhood and region

Polish	English
drapacz chmur	skyscraper
dzielnica	district
stół	table
magazyn	storeroom
meble	furniture
możliwości	possibilities
na próżno	in vain
obniżka cen	discount
opłacalny, tani	good value, cheap
oszczędności	savings
porcelana/ talerze, garnuszki, filiżanki	crockery
przeprowadzić się	to move house
przestronny, obszerny	roomy, spacious
schody	staircase
studnia	well
sztućce	cutlery
tereny zielone	green areas
transport publiczny	public transport
ulica jednokierunkowa	one way street
urządzenie	appliance
włączyć	to switch on
wyłączyć	to switch off
za darmo	free of charge

## Social issues

Polish	English
anorektyczny	anorexic
brać narkotyki	to take drugs
być chorym	to be sick
cukierki	sweets
czyn przestępczy	criminal offence
dobrowolnie	voluntarily
ktoś w potrzebie	somebody in need
kłamstwo	lie, untruth
lek	medicine
mózg	brain
nadwaga	overweight
narkotyk	drug
niekorzyść	disadvantage
niepijący, abstynent	teetotal
niskotłuszczowy	low in fat
oddech	breath
odwaga	courage
poradnia	advice centre
przedawkować	to overdose
rehabilitacja	rehab
spożyć najlepiej przed datą	best consumed before date
trudności w oddychaniu	breathing difficulties
unikać	to avoid
uprzedzenia rasowe	racial prejudice

Polish	English
uszkodzić, zaszkodzić	to damage, to harm
żywy	alive

### Global issues

Polish	English
Czerwony Krzyż	Red Cross
dwutlenek węgla	carbon dioxide
efekt cieplarniany	greenhouse effect
godzina szczytu	rush hour
ludzki, humanitarny	human, humane
nawóz	fertiliser
potrzeba	need
powódź	flood
przekraczać	to exceed
recykling, segregowanie śmieci	recycling
równość	equality
schronisko dla bezdomnych	hostel for homeless people
segregować śmieci	to recycle
spaliny	exhaust fumes
susza	drought
tracić	to waste
utylicacja odpadów	waste disposal
używać	to use
wylesianie	deforestation
zanieczyszczać	to pollute

Polish	English
zwiększyć	to increase

### Travel and tourism

Polish	English
biuro informacji turystycznej	tourist information office
broszura, ulotka	brochure, leaflet
dodatkowa opłata, dopłata	extra charge, surcharge
informacja	information
klimatyzacja	air conditioning
krzesło plażowe, leżak	beach chair
odkrywać	to discover
pamiątka	souvenir
pobyć	stay
połączenie	connection
potwierdzić	to confirm
powitalny, serdeczny	welcoming, sincere
przechowalnia bagażu	left luggage office
przytulny	cosy
spojrzeć na coś, obejrzeć	to have a look at something
statek	boat
śpieszyć się	to hurry
towarzyszyć	to accompany
urząd celny	customs
wylesienie	deforestation
wynajem samochodów (firma)	car rental (firm)

Polish	English
wypożyczalnia rowerów	bicycle hire
zapamiętać	to remember

### 3.5.4.3 Current and future study and employment

#### My studies

Polish	English
akademik	hall of residence
egzamin poprawkowy	resit
dyplom licencjacki	Bachelor's Degree
dyplom magisterski	Master's Degree
tłumacz	language assistant, translator
studia podyplomowe	postgraduate studies
stypendium	scholarship

#### Life at school/college

Polish	English
kara	punishment
kopiować	to copy
korytarz	corridor
nabój	cartridge
nie zdać, oblać (egzamin/ test)	to fail (exam/test)
nieobecny	absent
nożyczki	scissors
obecny	present
odpowiadać	to answer
osiągnięcie	achievement

Polish	English
przenieść się do następnej grupy wiekowej	to be moved up to the next year group
samodzielnie	independently
wagarować	to play truant
wymowa	pronunciation
wynik	result, outcome
zadać pytanie	to ask a question

### Education post-16

Polish	English
badania społeczne, polityka	social studies, politics
biznes, ekonomia (przedmiot szkolny)	business studies, economics
fakultet	optional subject
przedmiot obowiązkowy	compulsory subject
rok przerwy	gap year
technikum	technical college
odpaść	to drop out
wolność	freedom
zamierzać	to intend
zatrudnić	to employ

### Jobs, career choices and ambitions

Polish	English
księgowy	accountant
pracodawca	employer
prawnik	lawyer
spotkanie	meeting

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Polish	English
szansa	opportunity
zaledwie	scarcely
złożyć wypowiedzenie (z pracy); wyrzucić/ zwolnić kogoś z pracy	to hand in one's notice, to sack someone
zgodzić się, zorganizować	to agree, to arrange



# 4 Scheme of assessment

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Find past papers and mark schemes, and specimen papers for new courses, on our website at [aqa.org.uk/pastpapers](http://aqa.org.uk/pastpapers)

This specification is designed to be taken over two years.

This is a linear qualification. In order to achieve the award, students must complete all assessments at the end of the course and in the same series.

GCSE exams and certification for this specification are available for the first time in May/June 2019 and then every May/June for the life of the specification.

All materials are available in English only.

Our GCSE exams in Polish include questions that allow students to demonstrate their ability to:

- draw together their knowledge, skills and understanding from across the full course of study
- provide extended responses.

## 4.1 Aims and learning outcomes

Courses based on this specification must encourage students to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where Polish is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies.

## 4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all GCSE Polish specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Listening – understand and respond to different types of spoken language.
- AO2: Speaking – communicate and interact effectively in speech.

- AO3: Reading – understand and respond to different types of written language.
- AO4: Writing – communicate in writing.

## 4.2.1 Assessment objective weightings for GCSE Polish

### 4.2.1.1 Foundation and Higher Tiers

Assessment objectives (AOs)	Component weightings (approx %)				Overall weighting (approx %)
	Paper 1: Listening	Paper 2: Speaking	Paper 3: Reading	Paper 4: Writing	
AO1 (Listening)	25				25
AO2 (Speaking)		25			25
AO3 (Reading)			25		25
AO4 (Writing)				25	25
Overall weighting of components					100

## 4.3 Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

### 4.3.1 Foundation Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	40	x3/2	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	50	x6/5	60
Total scaled mark:			240

### 4.3.2 Higher Tier

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Paper 1 (Listening)	50	x6/5	60
Paper 2 (Speaking)	60	x1	60
Paper 3 (Reading)	60	x1	60
Paper 4 (Writing)	60	x1	60
Total scaled mark:			240

## 4.4 Paper 1: Listening

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 40 marks; 35 minutes (including 5 minutes' reading time)

Higher Tier 50 marks; 45 minutes (including 5 minutes' reading time)

- The test will be studio recorded using native speakers speaking in clearly articulated, standard speech at near normal speed.
- The recording will be provided to schools and colleges in an appropriate audio format at the same time as the dispatch of the question papers.
- Different types of spoken language will be used, using familiar language across a range of contemporary and cultural themes.
- Students will be given five minutes' reading time at the beginning of the test to give them time to read the questions.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Each item will be heard twice and pauses for students to answer will be built into the test.
- Students will be allowed to make notes at any time during the test.
- Access to dictionaries is not permitted at any time during the test.

### 4.4.1 Foundation Tier and Higher Tier

In Section A, students' understanding of spoken language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Polish, requiring non-verbal responses or responses in Polish. The tests will contain some items which are common to both tiers.

The responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test at both tiers will consist of a variety of short and longer spoken pieces of language, involving some more complex language later in the test, which will not place an undue burden on memory at any time.

Students will be required to identify the overall message, key points, details and opinions from items such as announcements, short conversations, instructions, news bulletins and telephone messages, together with some material which will be longer and will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. They will also be required to deduce meaning from more abstract material, including short narratives. They will hear more extended spoken text where they will recognise and respond to key information, themes and ideas by answering questions, extracting information and evaluating and drawing conclusions.

## 4.5 Paper 2: Speaking

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

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25% of the marks

A window of up to five weeks will be timetabled for the test, during which schools/colleges will be free to test their students at any time. The window will be timetabled to run in April and May. The teacher may open the speaking test materials up to three working days in advance of the first day of the specified test period in order to prepare for conducting the tests. The teacher's booklet will contain a *Speaking test sequence chart* which will show which Role-play and Photo card each student must be allocated and which themes will be covered in the general conversation part of the test.

Detailed instructions for the teacher will be issued prior to the test period. Online training will also be available to ensure teachers are wholly familiar with the requirements and format of the tests.

The confidentiality of the test materials must be strictly maintained prior to and during the period of the tests.

Access to dictionaries is not permitted at any time during the test or the supervised preparation time.

Instructions for the test are in English. All questions are in Polish.

Students will be allowed to make notes, on an *Additional answer sheet*, during their supervised preparation time and take them into the exam room to use during the test. There is no restriction on the number of words or the material (eg conjugated verbs) which the notes may contain. They must hand the notes in to the teacher-examiner immediately before the general conversation part of the test. The notes must be stored under secure conditions until results day, after which they must be disposed of.

The test is conducted and audio-recorded by the teacher and marked by an AQA examiner.

## 4.5.1 Foundation Tier and Higher Tier

60 marks

Foundation Tier: students will attend one session of 7–9 minutes (and supervised preparation time of 12 minutes).

Higher Tier: students will attend one session of 10–12 minutes (and supervised preparation time of 12 minutes).

The format of the test will be the same for each tier and will consist of three parts.

### 4.5.1.1 Role-play (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test during their preparation time. Students will carry out one role-playing situation (approximately two minutes at Foundation Tier and two minutes at Higher Tier).

The Role-play card will allow students to answer questions and convey information, using and adapting language for new purposes. Students will respond to unexpected questions and use repair strategies to sustain communication. They will also ask a question.

### 4.5.1.2 Photo card (15 marks)

Based on a stimulus card, to be prepared by the student immediately before the test in the supervised preparation time. Students will discuss one Photo card (approximately two minutes at Foundation Tier and three minutes at Higher Tier). Teachers will ask five prescribed questions based on the Photo card. Three of these five questions will be printed on the student's card.

### 4.5.1.3 General conversation (30 marks)

The teacher will conduct a conversation based on the two themes which have not been covered on the Photo card (between three and five minutes at Foundation Tier and five and seven at Higher Tier). A similar amount of time should be spent on each theme. The student will choose the first theme; the second theme is the remaining theme which has not been covered in the Photo card part of the test. This ensures that aspects of all three themes are covered in the Speaking test.

The general conversation allows the student to take part in a conversation, asking and answering questions and exchanging opinions. The student will also convey information and narrate events coherently and confidently and use and adapt language for new purposes. They will be able to speak spontaneously, responding to unexpected questions, points of view or situations and sustain communication by using repair strategies. They will initiate and develop conversations and discussion to produce extended sequences of speech. They will make creative and more complex use of language, as appropriate, to express and justify their own thoughts and points of view.

All three parts of the test will allow students to demonstrate appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events. They will also allow students to use accurate pronunciation and intonation so as to be understood by a native speaker.

See the Speaking test assessment criteria.

## 4.6 Paper 3: Reading

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

Foundation Tier 60 marks; 45 minutes

Higher Tier 60 marks; 1 hour

- Different types of written language will be used, including relevant personal communication, public information and factual and literary texts.
- An example will be provided in the question paper only where it is necessary to indicate to students how a particular question should be answered.
- Access to dictionaries is not permitted at any time during the test.

### 4.6.1 Foundation Tier and Higher Tier

In Section A, students' understanding of written language will be tested by a range of question types in English, requiring non-verbal responses or responses in English. In Section B, students' comprehension will be tested by a range of question types in Polish, requiring non-verbal responses or responses in Polish. In Section C, there will be a translation from Polish into English (a minimum of 35 words at Foundation Tier and 50 words at Higher Tier). The tests will contain some items which are common to both tiers.

Responses will be assessed according to a detailed mark scheme; the appropriate mark(s) will be awarded if the student has satisfactorily communicated his or her understanding, even though the response may contain some errors in the quality of language used.

The test will consist of a variety of short and longer written texts, involving some more complex language later in the test. Students will be required to identify the overall message, key points, details and opinions from items such as instructions, public notices and advertisements, together with some material which will be longer, such as extracts from brochures, guides, letters,

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newspapers, magazines, literary texts, email and websites. These will include reference to the relationship between past, present and future events. These items will include authentic sources, suitably adapted and abridged. Literary texts will include a mix of contemporary and historical sources.

Students will also be required to deduce meaning from a variety of written texts, including some unfamiliar language and short narratives. They will be presented with longer texts where they will be required to recognise and respond to key information, themes and ideas. They will demonstrate understanding by being able to scan for particular information, organise and present relevant details. They will draw inferences and recognise implicit meaning.

## 4.7 Paper 4: Writing

Students may be entered for either Foundation Tier or Higher Tier but they must enter at the same tier for all four skills.

25% of the marks

- Access to dictionaries is not permitted at any time during the test.
- All instructions are in English. All questions are in Polish.

### 4.7.1 Foundation Tier

50 marks; 1 hour

Students are required to write in Polish.

#### 4.7.1.1 Question 1 (8 marks)

A message which demonstrates students' ability to write short sentences using familiar language in a familiar context.

#### 4.7.1.2 Question 2 (16 marks)

A short passage which demonstrates students' ability to write a short text, using simple sentences and familiar language accurately, to convey meaning and exchange information. Students are expected to write approximately 40 words but, **provided the tasks set are completed**, the number of words is not important.

#### 4.7.1.3 Question 3 (10 marks)

A translation from English into Polish, requiring a minimum of 35 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

#### 4.7.1.4 Question 4 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 4.1 or 4.2. This question is common to Higher Tier Question 1.

## 4.7.2 Higher Tier

60 marks; 1 hour 15 minutes

Students are required to write in Polish.

### 4.7.2.1 Question 1 (16 marks)

A structured writing task which demonstrates students' ability to produce clear and coherent text of extended length, to present facts and express ideas and opinions. They also make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events. They are required to manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 90 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 1.1 or 1.2. This question is common to Foundation Tier Question 4.

### 4.7.2.2 Question 2 (32 marks)

An open-ended writing task which demonstrates their ability to make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince. They should use appropriate style and register. The requirement to use formal or informal address will vary year on year.

Students are expected to write approximately 150 words but, **provided the tasks set are completed**, the number of words is not important. They choose either Question 2.1 or 2.2.

### 4.7.2.3 Question 3 (12 marks)

A translation from English into Polish, requiring a minimum of 50 words. This demonstrates students' ability to convey key messages accurately and to apply grammatical knowledge of language and structures.

See the Writing test assessment criteria.

## 4.8 Assessment criteria

### 4.8.1 Listening

See the mark scheme published each year for details of how marks are awarded for this question paper.

### 4.8.2 Speaking

Marks will be allocated in the following way at both Foundation and Higher Tier:

	Communication	Knowledge and use of language	Range and accuracy of language	Pronunciation and intonation	Spontaneity and fluency	Total
Role-play	10	5				15
Photo card	15					15
Conversation	10		10	5	5	30
Total	35	5	10	5	5	60

#### 4.8.2.1 Foundation Tier

##### 4.8.2.1.1 Part 1: Role-play (15 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

For each task:

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

#### Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both communication and for knowledge and use of language.

For the Role-play overall:

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.



**4.8.2.1.2 Part 2: Photo card (15 marks)**

The student's responses to the five questions are assessed for Communication only, as specified in the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

**Notes**

(a) At least one question on each Photo card asks students to give and explain an opinion.

(b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

**4.8.2.1.3 Part 3: General conversation (30 marks)**

The General conversation is based on the two themes not covered in the Photo card. At Higher Tier, the conversation should last between five and seven minutes. It is assessed for communication, range and accuracy of language, pronunciation and intonation and spontaneity and fluency, as specified in the criteria below.

A zero score for communication means that the mark in the other three categories must also be zero but, apart from that, the communication mark does not limit the marks in the other categories.

**4.8.2.1.3.1 Communication**

Level	Mark	Communication
5	9–10	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.
4	7–8	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.

Level	Mark	Communication
3	5–6	A speaker who gives short responses. Attempts at longer responses or at narrating events require an effort of concentration to be understood and some responses may be unintelligible. Gives at least one opinion.
2	3–4	A speaker who is able only to give very short responses. Any attempts at slightly longer responses or at narrating events tend to be very unclear or even unintelligible. There may be occasions where the speaker is unable to respond.
1	1–2	A speaker who is able to communicate very little, either because most of the time he/she is unable to respond, and/or because most of what is said is unintelligible.
0	0	Communication does not meet the standard required for Level 1 at this tier.

### Notes

Students are required to ask the teacher/examiner a question in the general conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for communication in this section. For example, a student who would have received 8 marks out of 10 for communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the general conversation.

#### 4.8.2.1.3.2 Range and accuracy of language

Level	Mark	Range and accuracy of language
5	9–10	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
4	7–8	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
3	5–6	Basic language which uses simple structures and vocabulary and may often be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors, which sometimes impede communication.
2	3–4	Limited language which uses very simple structures and vocabulary and is likely to be repetitive. There is little or no success in making reference to past or future events. There are likely to be frequent errors which regularly impede communication.
1	1–2	Very poor language which may show little understanding of how the language works. There are likely to be errors in the vast majority of sentences, or there may be so little said that it is impossible to make a judgement.

Level	Mark	Range and accuracy of language
0	0	The language does not meet the standard required for Level 1 at this tier.

#### 4.8.2.1.3.3 Pronunciation and intonation

Level	Mark	Pronunciation and intonation
5	5	Generally good but some inconsistency at times.
4	4	Pronunciation generally understandable with some intonation.
3	3	Pronunciation is understandable, with a little intonation, but comprehension is sometimes delayed.
2	2	Pronunciation very anglicised with almost no intonation, making comprehension difficult at times.
1	1	Pronunciation is only just understandable making comprehension difficult.
0	0	Pronunciation and intonation do not meet the standard required for Level 1 at this tier.

#### 4.8.2.1.3.4 Spontaneity and fluency

Level	Mark	Spontaneity and fluency
5	5	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
4	4	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
3	3	Basic exchange in which the speaker shows little or no spontaneity and relies heavily on pre-learnt responses. The flow is broken by hesitations, some of them long, and delivery is quite slow.
2	2	Limited exchange in which the speaker may show no spontaneity and all successful responses may be pre-learnt. Hesitates frequently, and often at length, before answering questions. Slow delivery means that the conversation lacks any flow.
1	1	Poor exchange in which the speaker hesitates at length before answering most questions, which makes the conversation very disjointed. Often cannot answer questions, while at other times there may be pre-learnt responses.
0	0	Spontaneity and fluency do not meet the standard required for Level 1 at this tier.

#### Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

## 4.8.2.2 Higher Tier

### 4.8.2.2.1 Part 1: Role-play (15 marks)

There are five tasks for the Role-play, each of which will be awarded up to 2 marks for communication. There will then be an overall assessment of the student's Knowledge and use of language in the Role-play. Up to 5 marks will be available for this assessment.

For each task:

Mark	Communication
2	The message is conveyed without ambiguity.
1	The message is partially conveyed or conveyed with some ambiguity.
0	No part of the message is conveyed.

#### Notes

(a) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

(b) Where students are required to give two responses or details in one task, failure to convey an unambiguous message in reply to one of them means that the message is partially conveyed and one mark is awarded.

(c) The tasks on the Candidate's card and the notes in the Teacher's Booklet clearly explain how much detail the student is expected to give per task. However, some students may still go beyond the minimum requirement of the task. When this happens, as soon as the task is accomplished, any further incorrect information given by the student is ignored for assessment purposes, for both communication and for knowledge and use of language.

For the Role-play overall:

Mark	Knowledge and use of language
5	Very good knowledge and use of language.
4	Good knowledge and use of language.
3	Reasonable knowledge and use of language.
2	Limited knowledge and use of language.
1	Poor knowledge and use of language.
0	No language produced is worthy of credit.

### 4.8.2.2.2 Part 2: Photo card (15 marks)

The student's responses to the five questions are assessed for Communication only, as specified in the criteria below.

Level	Mark	Communication
5	13–15	The speaker replies to all questions clearly and develops most answers. He/she gives and explains an opinion.
4	10–12	The speaker replies to all or nearly all questions clearly and develops some answers. He/she gives and explains an opinion.

Level	Mark	Communication
3	7–9	The speaker gives understandable replies to most questions and develops at least one answer. He/she gives an opinion.
2	4–6	The speaker gives understandable replies to most questions but they may be short and/or repetitive.
1	1–3	The speaker replies to some questions but the answers are likely to be short and/or repetitive.
0	0	Communication does not meet the standard required for Level 1 at this tier.

### Notes

(a) At least one question on each Photo card asks students to give and explain an opinion.

(b) Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, they should be awarded the same mark as if they had understood it originally.

#### 4.8.2.2.3 Part 3: General conversation (30 marks)

The General conversation is based on the two themes not covered in the Photo card. At Higher Tier, the conversation should last between five and seven minutes. It is assessed for communication, range and accuracy of language, pronunciation and intonation and spontaneity and fluency, as specified in the criteria below.

A zero score for communication means that the mark in the other three categories must also be zero but, apart from that, the communication mark does not limit the marks in the other categories.

##### 4.8.2.2.3.1 Communication

Level	Mark	Communication
5	9–10	A speaker who consistently develops responses in extended sequences of speech. Narrates events coherently when asked to do so. Conveys information clearly at all times, giving and explaining opinions convincingly.
4	7–8	A speaker who regularly develops responses in extended sequences of speech. Usually narrates events when asked to do so. Almost always conveys information clearly, giving and explaining opinions.
3	5–6	A speaker who develops some responses in extended sequences of speech. Sometimes narrates events when asked to do so. Usually conveys information clearly, giving and often explaining opinions.
2	3–4	A speaker who usually gives quite short responses but occasionally gives extended responses. Occasionally narrates events briefly when asked to do so. Usually gives clear information but lacks clarity from time to time. Gives opinions, some of which are explained.

Level	Mark	Communication
1	1–2	A speaker who tends to give quite short responses, but with occasional attempts at longer responses. He/she has only limited success in narrating events. There may be a few occasions when he/she is unable to answer successfully or where responses are very unclear. Gives opinions.
0	0	Communication does not reach the standard required for Level 1 at this tier.

### Notes

Students are required to ask the teacher/examiner a question in the general conversation section of the speaking test. Students who do not fulfil this requirement will incur a deduction of 1 mark from their mark for communication in this section. For example, a student who would have received 8 marks out of 10 for communication, had he/she asked a question, will actually receive a final mark of 7. There is no impact on the marks awarded for the other categories for the general conversation.

#### 4.8.2.2.3.2 Range and accuracy of language

Level	Mark	Range and accuracy of language
5	9–10	Excellent language with a wide variety of linguistic structures and a wide range of vocabulary. References to past and future, as well as present, events are made confidently. There are few minor errors and other errors occur when complex structures and/or vocabulary are attempted.
4	7–8	Very good language with some variety of linguistic structures and a range of vocabulary. References to past and future, as well as present, events are generally successful. Any errors are only minor or occur when complex structures and/or vocabulary are attempted.
3	5–6	Good language with some attempts at more complex structures which are usually successful. References to past and future, as well as present, events are made and are sometimes successful. There may be minor errors and occasional more serious ones, but they do not generally impede comprehension.
2	3–4	Generally good language which involves mainly simple linguistic structures and vocabulary, with some repetition, but with attempts to use more complex linguistic structures and more varied vocabulary. There is some success in making reference to past and future, as well as present, events. Although there may be errors they do not generally impede comprehension.
1	1–2	Reasonable language which uses simple structures and vocabulary and may be repetitive at times. Any attempts to make reference to past or future events may have only limited success. There may be frequent errors, which may occasionally impede communication.
0	0	The language does not meet the standard required for Level 1 at this tier.

#### 4.8.2.2.3.3 Pronunciation and intonation

Level	Mark	Pronunciation and intonation
5	5	Consistently good pronunciation and intonation throughout.
4	4	Good pronunciation and intonation with only occasional lapses.
3	3	Generally good but with some inconsistency in more challenging language.
2	2	Generally good but some inconsistency at times.
1	1	Pronunciation generally understandable with some intonation.
0	0	Pronunciation and intonation do not reach the standard required for Level 1 at this tier.

#### 4.8.2.2.3.4 Spontaneity and fluency

Level	Mark	Spontaneity and fluency
5	5	Excellent exchange in which the speaker reacts naturally to the questions asked and has an air of spontaneity. Responds promptly and speaks with some fluency, though not necessarily with that of a native speaker.
4	4	Very good exchange in which the speaker usually reacts naturally to the questions asked and is often spontaneous. Usually responds promptly and there is some flow of language.
3	3	Good exchange in which the speaker sometimes reacts naturally to the questions asked, but may at times rely on pre-learnt responses. There may be some hesitation before a reply but the delivery generally has a reasonable pace.
2	2	Generally good exchange in which the speaker shows some spontaneity, but also relies on pre-learnt responses. Sometimes hesitates and may not be able to respond to some questions.
1	1	Reasonable exchange in which the speaker shows a little spontaneity, but much of what is said involves pre-learnt responses. The flow is often broken by hesitation and delivery can be quite slow at times.
0	0	Spontaneity and fluency do not reach the standard required for Level 1 at this tier.

#### Notes

Students who do not understand a question may show repair strategies in seeking clarification. If they are then able to respond to the question successfully, this will not have a negative impact on the overall mark, unless it happens regularly and affects fluency.

### 4.8.3 Reading

See the mark scheme published each year for details of how marks are awarded for this question paper.

## 4.8.4 Writing

### 4.8.4.1 Foundation Tier

Marks will be allocated in the following way at Foundation Tier:

	Communication	Content	Quality of language	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	8					8
Question 2		10	6			16
Question 3				5	5	10
Question 4		10	6			16
Total	8	20	12	5	5	50

#### 4.8.4.1.1 Question 1 (8 marks)

Students are required to write four sentences. Each sentence is marked according to the following criteria.

Mark	Communication
2	The relevant message is clearly communicated.
1	The message is relevant but has some ambiguity and causes a delay in communication.
0	The message is irrelevant or cannot be understood.

#### 4.8.4.1.2 Question 2 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 40 words over the whole question. The number of words is approximate; examiners will mark all work produced by the student.

##### 4.8.4.1.2.1 Content

Level	Mark	Response
5	9–10	A full coverage of the required information. Communication is clear.
4	7–8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
3	5–6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
2	3–4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.



Level	Mark	Response
1	1–2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

#### 4.8.4.1.2.2 Quality of language

Level	Mark	Response
3	5–6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
2	3–4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1	1–2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

#### Notes

A mark of zero for content automatically results in a mark of zero for quality of language, but apart from that, the content mark does not limit the mark for quality of language.

#### 4.8.4.1.3 Question 3 (10 marks)

The translation is assessed for conveying key messages (5 marks) and application of grammatical knowledge of language and structures (5 marks), as specified in the criteria below. When awarding the marks, the student's response across all five sentences should be considered as a whole.

##### 4.8.4.1.3.1 Conveying key messages

Level	Mark	Response
5	5	All key messages are conveyed.
4	4	Nearly all key messages are conveyed.
3	3	Most key messages are conveyed.
2	2	Some key messages are conveyed.
1	1	Few key messages are conveyed.
0	0	No key messages are conveyed.

##### 4.8.4.1.3.2 Application of grammatical knowledge of language and structures

Level	Mark	Response
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.

Level	Mark	Response
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

### Notes

A mark of zero for conveying key messages automatically results in a mark of zero for application of grammatical knowledge of language and structures, but apart from that, the conveying key messages mark does not limit the mark for application of grammatical knowledge of language and structures.

#### 4.8.4.1.4 Question 4 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

##### 4.8.4.1.4.1 Content

Level	Mark	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

### Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

#### 4.8.4.1.4.2 Quality of language

Level	Mark	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

#### Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for content automatically results in a mark of zero for quality of language. Apart from that, the content mark does not limit the mark for quality of language.

#### 4.8.4.2 Higher Tier

Marks will be allocated in the following way at Higher Tier:

	Content	Quality of language	Range of language	Accuracy	Conveying key messages	Application of grammatical knowledge of language and structures	Total
Question 1	10	6					16
Question 2	15		12	5			32
Question 3					6	6	12
Total	25	6	12	5	6	6	60

#### 4.8.4.2.1 Question 1 (16 marks)

There are four compulsory bullet points, assessed for content (10 marks) and quality of language (6 marks), as specified in the criteria below. The student is expected to produce approximately 90 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

##### 4.8.4.2.1.1 Content

Level	Mark	Response
5	9–10	A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed.
4	7–8	A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed.
3	5–6	A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed.
2	3–4	A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed.
1	1–2	A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed.
0	0	The content does not meet the standard required for Level 1 at this tier.

##### Notes

There may be some imbalance in the coverage of the four compulsory bullet points but, provided at least some coverage of all bullet points is evident, students will have access to full marks where the other criteria are met.

##### 4.8.4.2.1.2 Quality of language

Level	Mark	Response
3	5–6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate.

Level	Mark	Response
2	3–4	Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate.
1	1–2	The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

### Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for content automatically results in a mark of zero for quality of language. Apart from that, the content mark does not limit the mark for quality of language.

#### 4.8.4.2.2 Question 2 (32 marks)

There are two compulsory bullet points, assessed for content (15 marks), range of language (12 marks) and accuracy (5 marks), as specified in the criteria below. The student is expected to produce approximately 150 words over the whole question. The number of words expected is approximate; examiners will mark all work produced by the student.

##### 4.8.4.2.2.1 Content

Level	Mark	Response
5	13–15	An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified.
4	10–12	A very good response which is almost always relevant and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified.
3	7–9	A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified.
2	4–6	A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed.
1	1–3	A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed.

Level	Mark	Response
0	0	The content does not meet the standard required for Level 1 at this tier.

### Notes

There may be some imbalance in the coverage of the two compulsory bullet points but, provided at least some coverage of both bullet points is evident, students will have access to full marks where the other criteria are met.

#### 4.8.4.2.2.2 Range of language

Level	Mark	Response
4	10–12	Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate.
3	7–9	Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate.
2	4–6	Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate.
1	1–3	Little variety of appropriate vocabulary. Structures likely to be short and simple. Little or no awareness of style and register.
0	0	The range of language produced does not meet the standard required for Level 1 at this tier.

### Notes

A mark of zero for Content automatically results in a mark of zero for Range of language. Apart from that, the Content mark does not limit the mark for Range of language.

#### 4.8.4.2.2.3 Accuracy

Level	Mark	Response
5	5	Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure.
4	4	Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct.
3	3	Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct.
2	2	More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct.

Level	Mark	Response
1	1	There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations.
0	0	The accuracy does not meet the standard required for Level 1 at this tier.

### Notes

(a) A major error is one which seriously affects communication.

(b) A mark of zero for Content automatically results in a mark of zero for Accuracy. Apart from that, the Content mark does not limit the mark for Accuracy.

#### 4.8.4.2.3 Question 3 (12 marks)

The translation is assessed for conveying key messages (6 marks) and application of grammatical knowledge of language and structures (6 marks), as specified in the criteria below. When awarding the marks the student's response across the passage will be considered as a whole.

##### 4.8.4.2.3.1 Conveying key messages

Level	Mark	Response
6	6	All key messages are conveyed.
5	5	Nearly all key messages are conveyed.
4	4	Most key messages are conveyed.
3	3	Some key messages are conveyed.
2	2	Few key messages are conveyed.
1	1	Very few key messages are conveyed.
0	0	The content does not meet the standard required for Level 1 at this tier.

##### 4.8.4.2.3.2 Application of grammatical knowledge of language and structures

Level	Mark	Response
6	6	Excellent knowledge of vocabulary and structures; virtually faultless.
5	5	Very good knowledge of vocabulary and structures; highly accurate.
4	4	Good knowledge of vocabulary and structures; generally accurate.
3	3	Reasonable knowledge of vocabulary and structures; more accurate than inaccurate.
2	2	Limited knowledge of vocabulary and structures; generally inaccurate.
1	1	Very limited knowledge of vocabulary and structures; highly inaccurate.
0	0	The language produced does not meet the standard required for Level 1 at this tier.

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## Notes

A mark of zero for conveying key messages automatically results in a mark of zero for application of grammatical knowledge of language and structures, but apart from that, the conveying key messages mark does not limit the mark for application of grammatical knowledge of language and structures.



# 5 General administration

You can find information about all aspects of administration, as well as all the forms you need, at [aqa.org.uk/examsadmin](http://aqa.org.uk/examsadmin)

## 5.1 Entries and codes

You only need to make one entry for each qualification – this will cover all the question papers, non-exam assessment and certification.

Every specification is given a national discount (classification) code by the Department for Education (DfE), which indicates its subject area.

If a student takes two specifications with the same discount code:

- further and higher education providers are likely to take the view that they have only achieved one of the two qualifications
- only one of them will be counted for the purpose of the *School and College Performance tables* – the DfE's rules on 'early entry' will determine which one.

Please check this before your students start their course.

Qualification title	Option	AQA entry code	DfE discount code
AQA GCSE in Polish	Foundation Tier	8688/F	TBC
	Higher Tier	8688/H	TBC

This specification complies with:

- Ofqual *General conditions of recognition* that apply to all regulated qualifications
- Ofqual GCSE qualification level conditions that apply to all GCSEs
- Ofqual GCSE subject level conditions that apply to all GCSEs in this subject
- all other relevant regulatory documents.

The Ofqual qualification accreditation number (QAN) is 603/1185/X.

## 5.2 Overlaps with other qualifications

There are no overlaps with any other AQA qualifications at this level.

## 5.3 Awarding grades and reporting results

The qualification will be graded on a nine-point scale: 1 to 9 – where 9 is the best grade.

A student taking Foundation Tier assessments will be awarded a grade within the range of 1 to 5. Students who fail to reach the minimum standard for grade 1 will be recorded as U (unclassified) and will not receive a qualification certificate.

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A student taking Higher Tier assessments will be awarded a grade within the range of 4 to 9. A student sitting the Higher tier who just fails to achieve grade 4 will be awarded an allowed grade 3. Students who fail to reach the minimum standard for the allowed grade 3 will be recorded as U (unclassified) and will not receive a qualification certificate.

## 5.4 Resits and shelf life

Students can resit the qualification as many times as they wish, within the shelf life of the qualification.

## 5.5 Previous learning and prerequisites

There are no previous learning requirements. Any requirements for entry to a course based on this specification are at the discretion of schools and colleges.

## 5.6 Access to assessment: diversity and inclusion

General qualifications are designed to prepare students for a wide range of occupations and further study. Therefore our qualifications must assess a wide range of competences.

The subject criteria have been assessed to see if any of the skills or knowledge required present any possible difficulty to any students, whatever their ethnic background, religion, sex, age, disability or sexuality. Tests of specific competences were only included if they were important to the subject.

As members of the Joint Council for Qualifications (JCQ) we participate in the production of the JCQ document *Access Arrangements and Reasonable Adjustments: General and Vocational qualifications*. We follow these guidelines when assessing the needs of individual students who may require an access arrangement or reasonable adjustment. This document is published at [jcq.org.uk](http://jcq.org.uk)

### Students with disabilities and special needs

We're required by the Equality Act 2010 to make reasonable adjustments to remove or lessen any disadvantage that affects a disabled student.

We can make arrangements for disabled students and students with special needs to help them access the assessments, as long as the competences being tested aren't changed. Access arrangements must be agreed **before** the assessment. For example, a Braille paper would be a reasonable adjustment for a Braille reader.

To arrange access arrangements or reasonable adjustments, you can apply using the online service at [aqa.org.uk/eaqa](http://aqa.org.uk/eaqa)

### Special consideration

We can give special consideration to students who have been disadvantaged at the time of the assessment through no fault of their own – for example a temporary illness, injury or serious problem such as family bereavement. We can only do this **after** the assessment.

Your exams officer should apply online for special consideration at [aqa.org.uk/eaqa](http://aqa.org.uk/eaqa)

For more information and advice visit [aqa.org.uk/access](https://www.aqa.org.uk/access) or email [accessarrangementsqueries@aca.org.uk](mailto:accessarrangementsqueries@aca.org.uk)

## 5.7 Working with AQA for the first time

If your school or college hasn't previously offered our specifications, you need to register as an AQA centre. Find out how at [aqa.org.uk/becomeacentre](https://www.aqa.org.uk/becomeacentre)

## 5.8 Private candidates

This specification is available to private candidates.

A private candidate is someone who enters for exams through an AQA approved school or college but is not enrolled as a student there.

A private candidate may be self-taught, home schooled or have private tuition, either with a tutor or through a distance learning organisation. They must be based in the UK.

If you have any queries as a private candidate, you can:

- speak to the exams officer at the school or college where you intend to take your exams
- visit our website at [aqa.org.uk/privatecandidates](https://www.aqa.org.uk/privatecandidates)
- email [privatecandidates@aca.org.uk](mailto:privatecandidates@aca.org.uk)

## Get help and support

Visit our website for information, guidance, support and resources at [aqa.org.uk/8688](https://aqa.org.uk/8688)

You can talk directly to the Polish subject team:

E: [mfl@aqa.org.uk](mailto:mfl@aqa.org.uk)

T: 01423 534 381