



GCSE POLISH 8688/LH

Paper 1 Listening Higher

Mark scheme

June 2019

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Listening and Reading tests

General principles of marking

Non-verbal answers

Follow the mark scheme as set out.

Verbal answers (English or target language)

1. The basic principle of assessment is that students should gain credit for what they know, understand and can do; provided their written response communicates the required message without ambiguity, it will get the mark. The following guidance should be borne in mind when marking.

(a) Credit should be given for all answers which convey the key idea required intelligibly and without ambiguity. This applies whether the answer is in English or target language. A separate assessment of spelling, punctuation and grammar is not required because of the nature of the answers. However, these aspects are an integral part of assessing communication and marks cannot be awarded where errors in spelling, punctuation or grammar lead to a failure to communicate the required information **without ambiguity**.

(b) Where a student has given alternatives or additional information in an answer, the following criteria should be applied: - if the alternative/addition does not contradict the key idea/make it ambiguous, **accept** - If the alternative/addition contradicts the key idea or makes it ambiguous, **reject**.

(c) Where numbered lines are given within a question/section of a question, credit should be given for correct answers, no matter which line they appear on.

(d) Where a question has more than one **section (eg (i) and (ii))**, a candidate may include as part of the answer to one section the information required to answer another section. Eg, in Listening, information required to answer section (ii) might be given as part of the answer to section (i). In such cases, credit should be given for having answered section (ii), provided that no incorrect answer has been given for that section in the correct place on the question paper.

2. In questions where students are asked to give for example a list of three items, only the first three items they write down should be considered for assessment purposes.

3. No mark scheme can cover all possible answers. When in doubt, look for the key idea.

4. Where a student has crossed out an answer and what was underneath remains legible then it should be marked. When part of an answer is crossed out, then only what remains should be considered.

5. .../. means that these are acceptable alternative answers in the mark scheme. (.....) means that this information is not needed for full marks to be awarded.

6. In questions which are T/F/? or ✓/X/? in either Section A or Section B, a mix and match approach should be tolerated and credit given where it is clear and unambiguous (eg consistent use by the candidate). If candidates write 'True' instead of 'P' for Prawda in Section B, this should also be credited despite the wrong language being used.

7. The following general principles should be applied in relation to answers in the target language in Section B:

A. Incorrect personal pronouns – accept (unless this causes ambiguity)

B. Incorrect possessive adjectives – accept (unless this causes ambiguity)

C. Wrong gender – accept (unless this causes ambiguity)

D. Infinitive – will normally communicate without ambiguity, so should be accepted

E. Wrong tense – accept as long as student comprehension is not in question

F. Minor spelling errors – accept as long as the answer is understandable with no ambiguity. In Section B, this means that even if the spelling error results in the creation of a word in another language, including English, then provided it is a recognisable attempt at a spelling in the target language, it will be credited.

Question	Accept	Mark
01	E	1

Question	Accept	Mark
02	G	1

Question	Accept	Mark
03	F	1

Question	Accept	Mark
04	C	1

Question	Accept	Mark
05	A	1

Question	Key ideas	Accept	Reject	Mark
06	Good aspect: going to the concerts Bad aspect: music was too loud	Good aspect: concert, going to the gigs/ festivals Bad aspect: couldn't hear for days	Good aspect: music, musical Bad aspect: not listen	2

Question	Key ideas	Accept	Reject	Mark
07	Good aspect: club wins a lot of competitions. Bad aspect: worries about injury OR not being able to make a career in volley ball	Good aspect: club is a winner/is good at tournaments Bad aspect: injury OR no career	Good aspect: competition/sport Bad aspect: career	2

Question	Accept	Mark
08.1	A	1

Question	Accept	Mark
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08.2	B	1
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Question	Key ideas	Accept	Reject	Mark
09	ability to communicate/ engage/ connect/ contact with client/ customer ability to build relationship with client	be able to talk to client/ understand client	ability to communicate, good customer service	1

Question	Key ideas	Accept	Reject	Mark
10	Specialisation in/ knowledge of/ skills in graphic design / computer graphic design/ graphic software	design (web) pages for advertising	good with computer, good in advertising, good in graphic	1

Question	Key ideas	Accept	Reject	Mark
11	confident in public speaking/ who won't be afraid to speak in public/ not scared to perform publicly	confident on stage/ acting, able/can to talk to people at gatherings	able to speak, public work	1

Question	Accept	Mark
12	F	1

Question	Accept	Mark
13	E	1

Question	Accept	Mark
14	D	1

Question	Key ideas	Accept	Reject	Mark
15	1. to take them to the collection point in the supermarket 2. to earn/make money 3. to buy cinema tickets Any of these answers	go to the cinema	to recycle/look after the environment	1

Question	Key ideas	Accept	Reject	Mark
16	to give them away/ donate/ to take them to charity shop/ clothes bank	help other people/ give to the needy/ recycle	sort out	1

Question	Key ideas	Accept	Reject	Mark
17	was unable to cycle because of high air pollution / didn't want to breathe in polluted air when cycling/ riding a bike	Dirty air/fumes instead of pollution/car emissions	she had to take a bus/she doesn't drive a car	1

Question	Accept	Mark
18	N	1

Question	Accept	Mark
19	P	1

Question	Accept	Mark
20	P + N	1

Question	Accept	Mark
21	P + N	1

Question	Key ideas	Accept	Reject	Mark
22.1	being overweight/ /weight gain/ his weight/ obesity	he is fat	he doesn't like his look, weight loss	1

Question	Key ideas	Accept	Reject	Mark
22.2	because it causes illnesses	because it is not good for health/ can make you sick	to lose weight/ slowly lose weight	1

Question	Key ideas	Accept	Reject	Mark
23.1	1. she loved it 2. to look unattractive/ disfigured / to become ugly	1. she liked the role/ to play Roma/ she regrets the serial is finished 2. change her appearance/ put on weight	1. she was shouting/ peeling carrots 2. play a different role/ be a different person	2

Question	Key ideas	Accept	Reject	Mark
23.2	1. clean/ tidy up obsessively/ obsessed with cleaning 2. that everyone feels comfortable at home	1. she kept cleaning all the time 2. everyone feels happy	1. she took care of the house, clean the house 2. that everyone tidy up the house	2

Question	Accept	Mark
24	B, D, F	3

Question	Key ideas	Accept	Reject	Mark
25	because it is popular/ common/ 1 out 5 Poles does voluntary job	many people do voluntary work	everyone does it, he wanted to help people	1

Question	Key ideas	Accept	Reject	Mark
26	that they take advantage of volunteers/ they give them too much work/	they use/ treat volunteers badly, the way the employers treat volunteers	they are not willing/ don't want to employ volunteers, they use people	1

Question	Key ideas	Accept	Reject	Mark
27	she wants/loves to help others/ she wants to have impact on other people's lives	she feels she needs to do it/ she cares for other people		1

Question	Key ideas	Accept	Reject	Mark
28	Advantage: good/ reliable public transport Disadvantage: not enough shops/ too many shops that have closed down	there are no shops/ trouble with shopping	Advantage: she supports environmental protection Disadv.: too many shops	2

Halina

Question	Key ideas	Accept	Reject	Mark
29	Advantage: historic city centre/ tourist attractions Disadvantage: high cost of housing/ very expensive houses	Adv.: famous city centre/ good tourist business/ interesting sights Disadv.: too expensive for young people/many young people have to leave	Adv.: good place to live Disadv.: too many tourists	2

Question	Accept	Mark
30.1	B	1

Question	Accept	Mark
30.2	C	1

Question	Accept	Mark
31	A	1

Question	Accept	Mark
32	B	1

Question	Accept	Mark
33	B	1

Question	Accept	Mark
34	B	1

Question	Accept	Mark
35	C, E – In any order	2

Question	Accept	Mark
36	A, D – In any order	2

Total marks = 50