



GCSE
POLISH
8688/RH

Paper 3 Reading Higher Tier

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.

Further copies of this mark scheme are available from aqa.org.uk

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	Key ideas	Accept	Reject	Mark
01.1	Any two A girl, she is skinny, looking miserable, a courtyard	A nice weather, sunny weather, a busker, a musician, musical instrument	It is 4 pm Something unusual/special	2

Question	Key ideas	Accept	Reject	Mark
01.2	The girl is staring at the sun	She is staring/looking straight at the sun.	She is sunbathing She is blind/She can't see	1

Question	Key ideas	Accept	Reject	Mark
01.3	She is blind	She can't see	She is skinny, watching the sun, happy	1

Question	Key ideas	Accept	Reject	Mark
01.4	He gets annoyed, irritated, angry	He wanted to shout 'go away'	He shouted at him/asked him to go away	1

Question	Key ideas	Accept	Reject	Mark
01.5	Any two She dances to it, clapping hands, she is smiling, laughing, crying out of happiness	She is happy, she likes it		2

Question	Key ideas	Accept	Reject	Mark
02.1	They remain unique/original	Authenticity/protect identity They can be produced according to the recipe	To register	1

Question	Key ideas	Accept	Reject	Mark
02.2	oscypek	Cheese made of sheep's milk Cheese from Podhale	bryndza, goats cheese	1

Question	Key ideas	Accept	Reject	Mark
02.3	From May till September	May until September, during summer When sheep are grazing		1

Question	Key ideas	Accept	Reject	Mark
02.4	Fruit, strawberry, cherry, strawberry from Kaszuby, sour cherry from Vistula region	Specific type of strawberry and cherry	honey, sausage	2

Question	Accept	Mark
03	B, D, G, H, J (in any order -1 mark each)	5

Question	Accept	Mark
04.1	NT	1

Question	Accept	Mark
04.2	F	1

Question	Accept	Mark
04.3	F	1

Question	Accept	Mark
04.4	NT	1

Question	Accept	Mark
04.5	T	1

Question	Accept	Mark
05	A, B, G, H (in any order- 1 mark each)	4

Question	Key ideas	Accept	Reject	Mark
06.1	Violence, force, power	Aggression, physical action, strength	Mental torment, bullying	1

Question	Key ideas	Accept	Reject	Mark
06.2	The victim	The person who is bullied, sufferer	Witnesses of bullying, the bully, the attacker	1

Question	Key ideas	Accept	Reject	Mark
06.3	Strong/high position/status in the class	Applause, attention, power	Position in the class	1

Question	Accept	Mark
07.1	B	1

Question	Accept	Mark
07.2	C	1

Question	Accept	Mark
07.3	A	1

Question	Accept	Mark
07.4	A	1

Question	Accept	Mark
8	B, D, F, G (in any order-1 mark each)	4

Question	Accept	Mark
9.1	B	1

Question	Accept	Mark
9.2	A	1

Question	Accept	Mark
9.3	B	1

Question	Accept	Mark
9.4	C	1

Question	Accept	Mark
10.1	B	1

Question	Accept	Mark
10.2	C	1

Question	Accept	Mark
10.3	A and/or B	1

Question	Accept	Mark
10.4	A	1

Question	Accept	Mark
10.5	C	1

Question	Accept	Mark
11.1	Dorota (ignore spelling errors in names as long as meaning is clear)	1

Question	Accept	Mark
11.2	Bartek (ignore spelling errors in names as long as meaning is clear)	1

Question	Accept	Mark
11.3	Dorota (ignore spelling errors in names as long as meaning is clear)	1

Question	Accept	Mark
11.4	Czarek (ignore spelling errors in names as long as meaning is clear)	1

Question	Accept	Mark
11.5	Oliwia (ignore spelling errors in names as long as meaning is clear)	1

Question		Key ideas	Accept	Reject	Mark
12	Pamiętasz jak dawniej spędzaliśmy długie noce na rozmowach o przyszłości?	Do you remember how in the past we used to spend long nights talking about the future?	Do you recall how we used to spend nights chatting about the future? Remember how we used to spend nights chatting about the future?	I remember our long discussions.	2
	Marzyliśmy o dalekich podróżach, przygodach i niekończącej się zabawie.	We dreamed about far away travels, adventures and never-ending/endless fun.	We were dreaming about distant travels, exotic experiences and having lots of fun.	I still dream about going places	2
	Może zapiszemy się do szkolnego klubu geograficznego?	Perhaps/maybe we could join the school's geographical club/society?	What about signing up to a geographical club in our school?	What do you think of the geography club?	1
	Nie dość, że uczysz się o nowych krajach,	Not only do you learn about new countries,	Not even that you learn about new countries, One is learning about new places,	You will learn	1
	ich niezwykłych kulturach i czasem przedziwnych	their unusual cultures and sometimes strange	Extraordinary cultures and at times odd/peculiar	how strange their cultures are	1
	zwyczajach, to jeszcze raz w roku jedziesz na wycieczkę do innego kraju!	customs, but also once a year you get to visit a different country!	traditions, On top of that there is an annual trip to a different country.	They often travel abroad.	2