

---

**GCSE**  
**POLISH**  
**8688/RH**

Paper 3 Reading Higher Tier

---

**Mark scheme**

June 2024

---

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://aqa.org.uk)

#### **Copyright information**

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2024 AQA and its licensors. All rights reserved.

## 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 |
|----------|----------------------|------|
| 01.1     | NT (not in the text) | 1    |

| Question | Accept    | Mark |
|----------|-----------|------|
| 01.2     | F (false) | 1    |

| Question | Accept    | Mark |
|----------|-----------|------|
| 01.3     | F (false) | 1    |

| Question | Accept   | Mark |
|----------|----------|------|
| 01.4     | T (true) | 1    |

| Question | Accept               | Mark |
|----------|----------------------|------|
| 01.5     | NT (not in the text) | 1    |

| Question | Accept   | Mark |
|----------|----------|------|
| 01.6     | T (true) | 1    |

| Question | Accept    | Mark |
|----------|-----------|------|
| 01.7     | F (false) | 1    |

| Question | Accept      | Mark |
|----------|-------------|------|
| 02.1     | N (Natalia) | 1    |

| Question | Accept    | Mark |
|----------|-----------|------|
| 02.2     | P (Piotr) | 1    |

| Question | Accept     | Mark |
|----------|------------|------|
| 02.3     | A (Alicja) | 1    |

| Question | Accept    | Mark |
|----------|-----------|------|
| 02.4     | D (Daria) | 1    |

| Question | Accept    | Mark |
|----------|-----------|------|
| 02.5     | K (Karol) | 1    |

| Question | Key idea                                                                                                                                     | Accept                                                                                          | Reject                    | Mark |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------|------|
| 03.1     | 1. The celebration of the beginning / beginning of the new year<br>2. The night that determines the fate / good luck of the family next year | <u>to connect</u> to dead members of the family<br>to tell the future for unmarried women/girls | New Year's Eve on its own | 2    |

| Question | Key idea                                                           | Accept                           | Reject               | Mark |
|----------|--------------------------------------------------------------------|----------------------------------|----------------------|------|
| 03.2     | only boys brought happiness and peace (according to their beliefs) | as a sign of good luck/happiness | happiness on its own | 1    |

| Question | Key idea                                | Accept                                         | Reject          | Mark |
|----------|-----------------------------------------|------------------------------------------------|-----------------|------|
| 03.3     | for souls of dead members of the family | for spirits /ghosts<br>for dead family members | for dead people | 1    |

| Question | Key idea                                                           | Accept | Reject         | Mark |
|----------|--------------------------------------------------------------------|--------|----------------|------|
| 03.4     | that an (unmarried/single) woman/girl will get married (next year) |        | to get married | 1    |

| Question | Accept        | Mark |
|----------|---------------|------|
| 04.1     | C (exciting.) | 1    |

| Question | Accept                 | Mark |
|----------|------------------------|------|
| 04.2     | A (merchants' refuge.) | 1    |

| Question | Accept              | Mark |
|----------|---------------------|------|
| 04.3     | A (film directors.) | 1    |

| Question | Accept          | Mark |
|----------|-----------------|------|
| 04.4     | C (theme park.) | 1    |

| Question | Accept               | Mark |
|----------|----------------------|------|
| 04.5     | B (mistreat locals.) | 1    |

| Question | Accept                                                      | Mark |
|----------|-------------------------------------------------------------|------|
| 05       | D, G, E, A (in this order)                                  | 4    |
|          | (D) poddawać<br>(G) wyciągnąć<br>(E) pozwolić<br>(A) cofnąć |      |

| Question | Key idea                                | Accept      | Reject     | Mark |
|----------|-----------------------------------------|-------------|------------|------|
| 06.1     | addictions / laziness (only one option) | their fault | no respect | 1    |

| Question | Key idea                                                                          | Accept                         | Reject | Mark |
|----------|-----------------------------------------------------------------------------------|--------------------------------|--------|------|
| 06.2     | being sent from one institution / organisation to another/other (only one option) | badly/horribly/lack of respect |        | 1    |



| Question | Key idea                                                 | Accept                                 | Reject             | Mark |
|----------|----------------------------------------------------------|----------------------------------------|--------------------|------|
| 06.3     | being listened to/<br>self-esteem / self-belief increase | a help/support from a centre in Poznań | A centre in Poznań | 1    |

| Question | Key idea                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Accept                                                                                                                                                                                                             | Reject                                                                                                                                                                                             | Mark |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 07       | <p><b>Advantage:</b><br/>doesn't have to travel to bank (accept saves time) easily check their bank balance/money<br/>(only one option)</p> <p><b>Disadvantage:</b><br/>lack of personal/face-to-face contact with the <u>bank employee</u><br/>(only one option)</p> <p><b>Advantage:</b><br/>more freedom/setting up automatic payments<br/>(only one option)</p> <p><b>Disadvantage:</b><br/>System/website/app errors/breakdown/crash/failure<br/>(only one option)</p> | <p><b>Disadvantage:</b><br/>Lack of contact between workers and clients</p> <p>comfort, easier</p> <p><b>Disadvantage:</b><br/>not being able to make payments or use cards <u>because of the system error</u></p> | <p><b>Disadvantage:</b><br/>Lack of personal contact with <u>the clients</u></p> <p><b>Disadvantage:</b><br/>errors (on its own)<br/>not being able to make payments or use cards (on its own)</p> | 4    |

| Question | Accept         | Mark |
|----------|----------------|------|
| 08.1     | C (uczył się.) | 1    |

| Question | Accept                        | Mark |
|----------|-------------------------------|------|
| 08.2     | A (nie chciał martwić matki.) | 1    |

| Question | Accept                  | Mark |
|----------|-------------------------|------|
| 08.3     | A (było bardzo gorąco.) | 1    |

| Question | Accept                          | Mark |
|----------|---------------------------------|------|
| 08.4     | A (pomagać rozwijać osobowość.) | 1    |

| Question | Key idea                        | Accept             | Reject             | Mark |
|----------|---------------------------------|--------------------|--------------------|------|
| 09.1     | (była) burza                    | błyskawice/grzmoty |                    | 2    |
|          | (jest) słonecznie/świeci słońce |                    | chmury, on its own |      |

| Question | Key idea                              | Accept                                                    | Reject                                 | Mark |
|----------|---------------------------------------|-----------------------------------------------------------|----------------------------------------|------|
| 09.2     | (był) / padał śnieg                   | <u>odpowieź musi dotyczyć pogody.</u><br>np. (było) zimno | jedzić na sankach,<br>zima, on its own | 2    |
|          | (będzie) zimno / zimniej / oziębienie | temperatura spadnie                                       |                                        |      |

| Question | Accept                                                                                                                   | Mark |
|----------|--------------------------------------------------------------------------------------------------------------------------|------|
| 10       | A, D, F, H (in any order)                                                                                                | 4    |
|          | (A) działa relaksująco.<br>(D) najszybciej uzależnia.<br>(F) powoduje ogólne osłabienie.<br>(H) zwiększa poczucie głodu. |      |

| Question | Accept              | Mark |
|----------|---------------------|------|
| 11.1     | C (sześć miesięcy.) | 1    |

| Question | Accept                     | Mark |
|----------|----------------------------|------|
| 11.2     | A (odważnych i ciekawych.) | 1    |

| Question | Accept            | Mark |
|----------|-------------------|------|
| 11.3     | A (architektura.) | 1    |

| Question | Accept         | Mark |
|----------|----------------|------|
| 11.4     | A (w sam raz.) | 1    |

| Question | Accept                       | Mark |
|----------|------------------------------|------|
| 11.5     | A (męczącym rozczarowaniem.) | 1    |

| Question | Accept                       | Mark |
|----------|------------------------------|------|
| 11.6     | B (w naturalnym środowisku.) | 1    |

| Question | Polish                                                         | Key ideas                                                                                            | Accept              | Reject   | Mark |
|----------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------|----------|------|
| 12       | Przedwczoraj mieliśmy ciekawą lekcję                           | The day before yesterday, we had an interesting lesson                                               |                     |          | 1    |
|          | z naszym wychowawcą na temat bezpieczeństwa w sieci.           | with our (form) tutor /class teacher about online safety.                                            |                     | teacher  | 1    |
|          | Wiadomo, że nastolatki spędzają około czterech godzin dziennie | Teenagers are known to spend / It is known that teenagers spend about/approximately four hours a day | It's a fact/obvious |          | 1    |
|          | na mediach społecznościowych, dlatego razem z przyjaciółką     | on social media, so / that's why my friend and I                                                     |                     |          | 1    |
|          | zdecydowałyśmy się napisać o tym do gazetki szkolnej.          | decided to write about it to the school newspaper/newsletter/magazine.                               |                     |          | 1    |
|          | Ważne, aby młodzi ludzie wiedzieli,                            | It is important for young people to know                                                             |                     |          | 1    |
|          | jakie zagrożenia wiążą się z długotrwałym używaniem smartfona. | what risks are associated with using a smartphone for a long time.                                   | phone/mobile phone  | internet | 1    |
|          | Mam nadzieję, że zachęcimy niektórych                          | I hope that we will/can encourage some (people) /someone                                             |                     |          | 1    |

---

|  |                                                    |                                                            |  |  |   |
|--|----------------------------------------------------|------------------------------------------------------------|--|--|---|
|  | do zamiany Internetu na coś bardziej pożytecznego. | to replace/change the Internet with something more useful. |  |  | 1 |
|--|----------------------------------------------------|------------------------------------------------------------|--|--|---|

**Total: 60 marks**