



GCSE
POLISH
8688/RH

Paper 3 Reading Higher Tier

Mark scheme

June 2022

Version: 1.0 Final



2 2 6 G 8 6 8 8 / R H / M S

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.
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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	T (true)	1

Question	Accept	Mark
01.2	NT (not in the text)	1

Question	Accept	Mark
01.3	T (true)	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	F (false)	1

Question	Accept	Mark
01.7	F (false)	1

Question	Key ideas	Accept	Reject	Mark
02.1	He feels like being in Poland/ at home He does not miss Poland			1

Question	Key ideas	Accept	Reject	Mark
02.2	Learning/ gaining new skills/qualifications Or Specialist courses/skills/ qualifications		qualifications/skills alone	1

Question	Key ideas	Accept	Reject	Mark
02.3	British job/labour market	Employers		1

Question	Key ideas	Accept	Reject	Mark
02.4	By organising events		Events/festivals alone	1

Question	Key ideas	Accept	Reject	Mark
02.5	They (Poles) celebrate their traditions	Value (their) culture /traditions /customs	Culture/traditions/customs alone	1

Question	Accept	Mark
03.1	A (Antek)	1

Question	Accept	Mark
03.2	D (Daria)	1

Question	Accept	Mark
03.3	J (Janek)	1

Question	Accept	Mark
03.4	M (Monika)	1

Question	Accept	Mark
03.5	H (Hania)	1

Question	Accept	Mark
04.1	C (at the end of the year.)	1

Question	Accept	Mark
04.2	C (scientist.)	1

Question	Accept	Mark
04.3	A (literature.)	1

Question	Accept	Mark
04.4	B (forbidden.)	1

Question	Accept	Mark
04.5	B (political reasons.)	1

Question	Accept	Mark
05	A, C, D, F (in this order)	4
	A (codziennych)	
	C (genialnych)	
	D (podróżujących)	
	F (wspomagających)	

Question	Key ideas	Accept	Reject	Mark
06.1	Any one of the following: Imagination Or Imagination helps memorise acquired knowledge	Imagination helps to picture book's hero	Describing, description	1

Question	Key ideas	Accept	Reject	Mark
06.2	Any one of the following: Oxidizes brain/body Or Reduces stress			1

Question	Key ideas	Accept	Reject	Mark
06.3	Any one of the following: Outstanding minds Or People cleverer/smarter than yourself			1

Question	Key ideas	Accept	Reject	Mark
07.1	<p>Advantages: He met lots of friends</p> <p>Or Independence</p> <p>Disadvantages: Curfew/lights out</p> <p>Or Lack of own bathroom</p>	<p>Advantages: He made friends</p> <p>Or Freedom/Parents can't control him</p> <p>Disadvantages: Sharing facilities/Lack of privacy Night silence Quiet hours</p>		2 (one mark for advantage and one mark for disadvantage)

Question	Key ideas	Accept	Reject	Mark
07.2	<p>Advantages: Cheap/Not expensive No need to travel</p> <p>Disadvantages: Roommates gossip/talk.</p> <p>Or She must wake up early</p>	<p>Advantages: Parents pay for school.</p> <p>Disadvantages: Friends are not nice</p> <p>Or Getting up early</p>		2 (one mark for advantage and one mark for disadvantage)

Question	Accept	Mark
08.1	B (chaotycznie.)	1

Question	Accept	Mark
08.2	C (zwyczaj.)	1

Question	Accept	Mark
08.3	C (zapraszali mieszkańców.)	1

Question	Accept	Mark
08.4	C (wyczekiwane.)	1

Question	Key ideas	Accept	Reject	Mark
09.1	<p>Teraz: Odrabia lekcje za pomocą telefonu</p> <p>W przyszłości: Telefon będzie narzędziem pracy</p>	<p>Teraz: Robi zadania z matematyki przez telefon/Uczy się przez telefon</p> <p>W przyszłości: Będzie używał telefonu do/w pracy</p>	<p>W przyszłości: Praca</p>	2 (one mark for each answer)

Question	Key ideas	Accept	Reject	Mark
09.2	<p>W przeszłości: Telefon był tylko na pocztę</p> <p>Or Nie miała telefonu/ nikt nie miał swojego telefonu</p> <p>W przyszłości: Nauczy się w pełni korzystać ze smartfona</p>	<p>W przeszłości: Wszyscy korzystali z telefonu na pocztę/telefonowali z poczty/ dzwonili z poczty</p> <p>W przyszłości: Nauczy się lepiej wykorzystywać swój telefon</p>	<p>W przyszłości: Korzystać ze smartfona</p>	2 (one mark for each answer)

Question	Accept	Mark
10.1	<p>B (nakręcony jest z punktu widzenia ucznia.) D (porusza problemy nastolatków)</p>	2

Question	Accept	Mark
10.2	<p>B (traci swoją popularność.) C (przeprowadza się do Polski)</p>	2

Question	Accept	Mark
11.1	B (stuleci.)	1

Question	Accept	Mark
11.2	A (dawniej obchodzono w różnych terminach.)	1

Question	Accept	Mark
11.3	B (robienia kosmetyków.)	1

Question	Accept	Mark
11.4	C (religijne.)	1

Question	Accept	Mark
11.5	B (oceniane.)	1

Question	Accept	Mark
11.6	B (poznania lokalnych tradycji.)	1

Question		Key ideas	Accept	Reject	Mark
12	Wczoraj byłam w księgarni	Yesterday I was in the bookshop	I was in the bookshop yesterday	Yesterday I was in a library	1
	na spotkaniu autorskim mojej cioci Krysi.	at my aunt Krysia's book launch.	at my aunt Krysia's author meeting.		1
	Wydała pamiętnik ze swoimi wspomnieniami	She published a diary with her memories/her memoirs.	Auntie wrote/published a diary	She gave away	1
	z czasów II wojny światowej.	from World War II.	from the IIWW.		1
	Uczestnicy z zainteresowaniem słuchali,	The participants listened with interest,	Participants listened engaged,		1
	jak wraz z rodzicami musiała uciekać z kraju,	how she and her parents had to flee/escape the country.	how she and her parents had to run away from /leave the country,	how she and her parents left/leave the country,	1
	gdym rozpoczął się atak na Polskę.	once the attack on Poland had begun.	when the attack on Poland started.		1
	Jestem bardzo wdzięczna cioci, że dzięki jej książce	I am very grateful to my aunt that thanks to her book,	I am very grateful/thankful to auntie that because of this book		1
wiele osób, będzie mogło nauczyć się czegoś o historii naszego kraju.	many people will be able to learn something about the history of our country.	many people will be able to learn something about the history of the country.		1	

Total: 60 marks