

**GCSE  
POLISH  
8688/RF**

Paper 3 Reading Foundation Tier

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**Mark scheme**

June 2021

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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
01.1	C (Private school)	1

Question	Accept	Mark
01.2	A (Vocational school)	1

Question	Accept	Mark
01.3	E (Faith School)	1

Question	Key ideas	Accept	Reject	Mark
02.1	Free	Unpaid	Cheap	1

Question	Key ideas	Accept	Reject	Mark
02.2	Simple	Poor	Straight /good /easy/bad	1

Question	Key ideas	Accept	Reject	Mark
02.3	Rude	Bad, unpleasant, often unkind	Nice/polite /stupid	1

Question	Key ideas	Accept	Reject	Mark
02.4	Easier	Easy		1

Question	Accept	Mark
03.1	Activity: <b>A</b> (Cycling) Reason: <b>3</b> (Pleasurable)	2

Question	Accept	Mark
03.2	Activity: <b>C</b> (Walking) Reason: <b>2</b> (Relaxing)	2

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Question	Accept	Mark
04.1	P (past)	1

Question	Accept	Mark
04.2	N (now)	1

Question	Accept	Mark
04.3	N (now)	1

Question	Accept	Mark
04.4	F (future)	1

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

Question	Accept	Mark
05.2	F (false)	1

<b>Question</b>	<b>Accept</b>	<b>Mark</b>
<b>05.3</b>	<b>F (false)</b>	<b>1</b>

<b>Question</b>	<b>Accept</b>	<b>Mark</b>
<b>05.4</b>	<b>T (true)</b>	<b>1</b>

<b>Question</b>	<b>Accept</b>	<b>Mark</b>
<b>05.5</b>	<b>F (false)</b>	<b>1</b>

<b>Question</b>	<b>Accept</b>	<b>Mark</b>
<b>05.6</b>	<b>F (false)</b>	<b>1</b>

<b>Question</b>	<b>Accept</b>	<b>Mark</b>
<b>05.7</b>	<b>NT (not in the text)</b>	<b>1</b>



Question	Key ideas	Accept	Reject	Mark
06.1	Advantage (1): Lots of choices of dishes/variety of dishes <b>Or</b> Healthy meals  (only one piece of information is needed)  Disadvantage (1): Plastic take-away boxes	Advantage: Trying different cuisines Food from Russia and India World food   Disadvantage: Boxes are bad for planet/ environment	Confusing pros and cons	1   1  (one for advantage and one for disadvantage)

Question	Key ideas	Accept	Reject	Mark
06.2	Advantage (1): The restaurant is nicely decorated <b>Or</b> Food is cheap  (only one piece of information is needed)	Advantage: Looks nice/nicely designed	Confusing pros and cons	1
	Disadvantage (1): Long waiting time for a table <b>Or</b> Noisy/loud  (only one piece of information is needed)	Disadvantage: Queuing for a table <b>Or</b> Impossible to have a conversation		1  (one for advantage and one for disadvantage)

Question	Accept	Mark
07.1	<b>P+N</b> (positive and negative view)	1

Question	Accept	Mark
07.2	<b>N</b> (negative view)	1

Question	Accept	Mark
07.3	<b>P</b> (positive view)	1

Question	Key ideas	Accept	Reject	Mark
08.1	She chooses to walk (to reduce air pollution.)	She avoids using car or public transport.		1

Question	Key ideas	Accept	Reject	Mark
08.2	Her family like to use a solar panels (as a source of energy.)	Her house is heated by solar power/heating panels.		1

Question	Key ideas	Accept	Reject	Mark
08.3	She puts rubbish in the bin.	She throws rubbish in the bin.	Recycle	1

Question	Key ideas	Accept	Reject	Mark
08.4	She recycles paper. She takes the wastepaper to the collection point.	She saves forests/trees by recycling paper.		1

Question	Accept		Mark
09	<b>B E F (in any order)</b>		3
	<b>B</b>	ma problem z matematyką.	
	<b>E</b>	lubi stare budynki.	
	<b>F</b>	chce się uczyć za granicą.	

Question	Accept		Mark
10	<b>A C F (in any order)</b>		3
	<b>A</b>	Jedną z atrakcji jest dekoracja zeszytów.	
	<b>C</b>	Pływalnia otwarta jest po południu.	
	<b>F</b>	Obóz dla młodzieży trwa cały tydzień.	

Question	Accept	Mark
11.1	B (wieczorem)	1

Question	Accept	Mark
11.2	C (ubogich)	1

Question	Accept	Mark
11.3	A (naiwne)	1

Question	Accept	Mark
11.4	B (latem)	1

Question	Accept	Mark
12	B, D, E, G (in this order)	4
	B zmienić	
	D uprawiać	
	E unikać	
	G pamiętać	

Question	Key ideas	Accept	Reject	Mark
13.1	<p>Teraz: Wojciech z żoną/Oni nie mają sił (,by dbać o kwiaty i warzywa.)</p> <p>Przyszłość: Zatrudnią ogrodnika.</p>	<p>Teraz: Brak siły/energii do pracy w ogrodzie.</p> <p>Przyszłość: Ogrodnik będzie dbał o ogród.</p>		2 (one mark for each answer)

Question	Key ideas	Accept	Reject	Mark
13.2	<p>Przeszłość: Zamieszkali nad morzem.</p> <p>Przyszłość: Rozbudują dom.</p>	<p>Przeszłość: Przeprowadziła się nad morze.</p> <p>Przyszłość: Rozbuduje/powiększy dom.</p>		2 (one mark for each answer)

Question		Key ideas	Accept	Reject	Mark
14	Teraz mieszkam w Gdyni i	Now I live in Gdynia and	I am living in Gdynia and	I lived	1
	tęsknię za kolegami ze szkoły angielskiej.	I miss my English school friends.	I miss my friends from English school.		1
	Nie chciałem przeprowadzać się,	I didn't want to move,	I didn't want to leave	Live in Poland	1
	ale tata dostał lepszą pracę	but my father got a better job	but my dad started a good job		1
	w dużym szpitalu w Polsce.	in a big hospital in Poland.	in hospital in Poland.		1
	Ciężko pracuje, ale mimo to	He works hard but in spite of that,	He works heavily/much/a lot and	In the city/town	1
	opiekuje się jeszcze bezdomnymi.	he also looks after the homeless.	cares for the homeless.		1
	Ten zawód nie jest dla mnie,	This profession is not for me,	This job is not for me,		1
	bo mnie fascynuje sztuka.	because I'm fascinated by the arts.	as I like the arts.		1

**Total marks: 60**