



GCSE POLISH 8688/RH

Paper 3 Reading Higher Tier

Mark scheme

June 2025

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

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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	NT (not in the text)	1

Question	Accept	Mark
01.2	T (true)	1

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

Question	Accept	Mark
01.4	T (true)	1

Question	Accept	Mark
01.5	F (false)	1

Question	Accept	Mark
01.6	T (true)	1

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

Question	Key idea	Accept	Reject	Mark
02.1	Any one of these: people require (immediate)help/ support / are in a difficult life situation		help (on its own) difficult situation (on its own)	1

Question	Key idea	Accept	Reject	Mark
02.2	1. to build new relationships 2. to gain valuable skills (that may be useful in the future)		skills (on its own)	2

Question	Key idea	Accept	Reject	Mark
02.3	Any two of these: support local shelters / organise food collection / cleanup the local area			2

Question	Accept	Mark
03.1	W (Witek)	1

Question	Accept	Mark
03.2	E (Emilia)	1

Question	Accept	Mark
03.3	D (Daniel)	1

Question	Accept	Mark
03.4	R (Rysiek)	1

Question	Accept	Mark
03.5	J (Julia)	1

Question	Key idea	Accept	Reject	Mark
04.1	image, brand	reputation, vision	contact with clients	1

Question	Key idea	Accept	Reject	Mark
04.2	Any one of these: difficult / challenging / time-consuming / expensive			1

Question	Key idea	Accept	Reject	Mark
04.3	entertaining, interesting, exciting			1

Question	Key idea	Accept	Reject	Mark
04.4	effective			1

Question	Key idea	Accept	Reject	Mark
04.5	Any one of these: reflection / improvement / constructive dialogue		constructive criticism	1

Question	Accept	Mark
05	H, E, F, A (in this order)	4
	(H) zwiększać (E) unikać (F) walczyć (A) motywować	

Question	Key idea	Accept	Reject	Mark
06.1	Risk of depression			1

Question	Key idea	Accept	Reject	Mark
06.2	Any one of these: eating wholegrain food / vitamins		eating glucose /seeds	1

Question	Key idea	Accept	Reject	Mark
06.3	Any one of these: helps with concentration / memory / performing tasks that require attention.	To avoid dizziness.	headache concentration (on its own)	1

Question	Key idea	Accept	Reject	Mark
07.1	Advantage: opportunity to gain (valuable, professional, work) experience Disadvantage: Some university employees may view it critically.	Look at it critically	experience (on its own)	2

Question	Key idea	Accept	Reject	Mark
07.2	Advantage: Students can reflect (on whether they are truly studying what fascinates them). Disadvantage: Any one of these: dropping out of university / being lost (in their life plans).	Helps students decide what they want to study		2

Question	Accept	Mark
08.1	B (uprzejmy.)	1

Question	Accept	Mark
08.2	B (zainteresowaniem.)	1

Question	Accept	Mark
08.3	B (radośnie.)	1

Question	Accept	Mark
08.4	A (przeżył wojnę.)	1

Question	Key idea	Accept	Reject	Mark
09.1	W przeszłości: Praca w restauracji pozwalała mu utrzymać rodzinę. / miał wielu klientów / wiele zarabiał.	Nie było pustek.	szef kuchni	2
	W przyszłości: Jerzy obawia się, że straci pracę. / Boi się, że będzie musiał zmienić pracę.		(Musi) zmienić pracę.	

Question	Key idea	Accept	Reject	Mark
09.2	Teraz: Zuzanna jest (lubi być) swoim szefem.	Nie narzeka.	Jestem szefem.	2
	W przyszłości: Niedługo będzie miała sieć barów mlecznych.	Firma rozwinie się.		

Question	Accept	Mark
10	B, D, G, H (in any order)	4
	(B) edukacyjne (D) podnoszące na duchu (G) wymagające (H) zaskakujące	

Question	Accept	Mark
11.1	C (polskie.)	1

Question	Accept	Mark
11.2	C (wrażliwości.)	1

Question	Accept	Mark
11.3	C (niezwykłą refleksją nad stanem ludzkości.)	1

Question	Accept	Mark
11.4	B (wrogości.)	1

Question	Accept	Mark
11.5	B (łączyć gatunków muzycznych.)	1

Question	Accept	Mark
11.6	C (stosunku do natury.)	1

Question	Polish	Key ideas	Accept	Reject	Mark
12	Pamiętam, jak bardzo nie mogłam się doczekać	I remember when I really couldn't wait until / how much I was looking forward to			1
	mojego pierwszego dnia na uniwersytecie.	my first day at university/college.			1
	Jednak bycie studentem to nie tylko przygoda,	However, being a student is not only an adventure,	But, Although, fun	journey	1
	bo rozpoczęcie studiów to ważny etap życia.	because starting studies/university/college is an important stage of life.			1
	Musicie dbać o zdrowy sen i regularny odpoczynek,	You need to take care of healthy sleep and regular rest,	good sleep		1
	szczególnie podczas męczących egzaminów –	especially during tiring exams –		difficult, hard	1
	w przeciwnym razie będziecie mieć trudności.	otherwise, you will have difficulties.			1
	Upewnijcie się, że akademiki spełniają Wasze potrzeby	Make sure that the dormitories meet your needs		Accommodation (on its own)	1
	i macie miejsce do nauki.	and that you have a place to study.			1

Total marks: 60